

AGENDA

Regular Board Meeting

Tuesday, June 17, 2025, 7:00 P.M.

Boardroom, Catholic Education Centre

***Mission:** Disciples of Christ, nurturing mind, body, and soul to the fullness of life.*

***Vision:** Changing the world through Catholic education.*

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Remembering Our Deceased JUNE 2025

Let us remember the students, staff, trustees and family members of staff and trustees who have recently passed away and keep them in our thoughts and prayers. Eternal rest grant unto them O Lord and let the perpetual light shine upon them. May they rest in peace. Amen

Staff/Former Staff/Trustees/Former Trustees

- **Lee-Anne Silva**, teacher at St. Oscar Romero Catholic Secondary School (CSS).
- **Maria Pallotta**, principal at St. Martin CSS; and sister-in-law of Dianne Corno, child and youth worker (CYW), St. John Paul II Catholic Elementary School (CES) and St. Nicholas CES.

Family Members of Staff/Family Members of Former Staff/Family Members of Trustees

- **Henry Labayane**, uncle of Jen Pecson, educational resource worker (ERW), St. Margaret of Scotland CES.
- **Francesco Cirillo**, father of Dave Cirillo, lead hand, St. Aloysius Gonzaga CSS.
- **Brendan Casement**, father-in-law of Julia Jung, teacher, St. Aloysius Gonzaga CSS.
- **Angelito Olindan**, uncle of Ivy Garde Alilain, Intermediate Pathways and Transitions facilitator, supply teacher, Program and Learning Services department; and brother-in-law of Irma Garde, retired teacher.
- **Francesco Cuccione**, grandfather of Carla Champs, teacher, St. Isaac Jogues CES.
- **Maria Sousa Pereira Galvão**, grandmother of Ashley Galvao, ERW, St. Bernard of Clairvaux CES.
- **Rico Penaflorida Romen**, father of Michael Romen, long-term occasional (LTO) teacher, St. Veronica CES.
- **Guiomar Costa**, grandmother of Bernadette Costa, teacher, Our Lady of Fatima CES.
- **Colin Martin**, father of Diane Pitcher, teacher St. John the Baptist CES; and father-in-law of Mark Pitcher, teacher, St. Cornelius CES.
- **Vincent Mullen**, father of Michael Mullen, special education resource teacher (SERT), St. Francis of Assisi CES, and Lisa Mullen-LaBossiere, retired teacher, Queen of Heaven CES.
- **Loi Thi Do**, mother-in-law of Brendon May, teacher, Philip Pocock CSS.

*And, also for those whose passing we have not mentioned,
we know that God will not forget.*

Regular Board Meeting - June 17, 2025

June: Sacred Heart of Jesus

In the name of the Father, and the Son and the Holy Spirit. Amen.

Lord, you deserve all honor and praise,
because your love is perfect and your heart sublime.

My heart is filled with gratitude
for the many blessings and graces you have bestowed upon me and those
whom I love.

Forever undeserving, may I always be attentive
and never take for granted the gifts of mercy and love
that flow so freely and generously from your Sacred Heart.

Heart of Jesus, I adore you.

Heart of Jesus, I praise you.

Heart of Jesus, I thank you.

Heart of Jesus, I love you forever and always.

Amen.

Sacred Heart of Jesus, pray for us.

In the name of the Father, and the Son and the Holy Spirit. Amen.

Source: franciscanmedia.org

Opening Prayer

O almighty God,
Our Father in heaven,
From whom all goodness and truth on
Earth have come forth.
Grant to us,
The Catholic community gathered at this meeting,
The vision to recognize,
And the vigor to espouse,
Sound principles of educational theory
And practice in a spirit of balanced
Judgement,
And the proper perspective.
Give us also the courage
To turn always
Onto the path of higher goodness
In our deliberations,
Administrative decisions,
And courses of action.

Amen



RECOMMENDATION TO THE BOARD

REPORT NUMBER A 7

**APPROVAL OF THE MINUTES OF
THE REGULAR BOARD MEETING,
MAY 27, 2025**

- 1. THAT THE MINUTES OF THE REGULAR BOARD MEETING, MAY 27, 2025, BE APPROVED.**

MINUTES

Regular Board Meeting

Tuesday, May 27, 2025, 7:00 p.m.

Boardroom, Catholic Education Centre

Trustees:	Luz del Rosario	Chair
	Thomas Thomas	Vice-Chair
	Brea Corbet	Trustee
	Paula Dametto-Giovannozzi	Trustee
	Darryl D'Souza	Trustee
	Bruno Iannicca	Trustee
	Mario Pascucci	Trustee
	Stefano Pascucci	Trustee
	Anisha Thomas	Trustee
	Herman Vilorio	Trustee
	Shawn Xaviour	Trustee
	Bailey Clyne	Indigenous Student Trustee
	Jia Sharma	Student Trustee
	Raheem White	Student Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education, Secretary to the Board
	Daniel Del Bianco	Associate Director, Corporate Services
	Max Vecchiarino	Associate Director, Instructional Services
	Julie Cherepacha	Executive Superintendent, Finance, Chief Financial Officer and Treasurer
	Dulcie Belchior	Superintendent, Family of Schools
	Wayne Brunton	Superintendent, Equity and Indigenous Education
	Peter Cusumano	Superintendent, Family of Schools
	Brian Diogo	Superintendent, Family of Schools
	Scott Keys	Superintendent, Financial Services
	Ivana MacIsaac	Chief Information Officer
	Richard Moriah	Acting Superintendent, Planning and Operations
	Carmel Murphy	Superintendent, Program and Learning Services
	Laura Odo	Superintendent, Policy, Strategy, Research, Safe Schools
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Drago Radic	Superintendent, Family of Schools
	Adrian Scigliano	Superintendent, Family of Schools
	Stephanie Strong	Superintendent, Human Resources and Employee Relations
	Viviana Varano	Superintendent, Family of Schools
	Margaret Beck	Counsel
	Bruce Campbell	General Manager, Communications and Community Relations
	Christiane Kyte	General Manager, Clinical Services and Special Education
	Carrie Salemi	General Manager, Finance
Recorder:	Cindy Child	Board and Committee Information Officer

A. Routine Matters

1. Call to Order and Attendance

Chair Luz del Rosario called the meeting to order at 7:00 p.m.

2. Opening Prayer

Trustees Anisha Thomas and Thomas Thomas led the Opening Prayers.

3. Land Acknowledgment

The Chair recognized that the Land Acknowledgment was a video recording made by Indigenous student Rhaya Clyne, a recent graduate of Dufferin-Peel Catholic District School Board (DPCDSB).

4. National Anthem

The Chair acknowledged and thanked Martina Ortiz-Luis, Kibwe Thomas and Sole Power Productions for permission to use their recorded version of the national anthem.

5. Approval of Agenda

Distribution of: G6 and L4a.

Addition of: Presentation C1, F4, G7, G8, G9, L1a, L4b and L5a

Motion 1424 (25-5-27)

Moved by Shawn Xaviour

Seconded by Brea Corbet

THAT THE BOARD OF TRUSTEES APPROVE THE ADDITION OF PRESENTATION C1, F4, G7, G8, G9, L1a, L4b, AND L5a TO THE AGENDA.

CARRIED

Motion 1425 (25-5-27)

Moved by Stefano Pascucci

Seconded by Anisha Thomas

THAT THE AGENDA BE APPROVED, AS AMENDED.

CARRIED

6. Declaration of Interest

The following trustees declared an interest in agenda items L5a:

1. Trustee Bruno Iannicca - family members belong to OECTA and CUPE 2026
2. Trustee Mario Pascucci - family members belong to OECTA
3. Trustee Brea Corbet - a family member is a DPCDSB employee
4. Trustee Stefano Pascucci - a family member belongs to OECTA
5. Trustee Shawn Xaviour - a family member belongs to CUPE 1483

Motion 1426 (25-5-27)
Moved by Darryl D'Souza
Seconded by Thomas Thomas

THAT THE DECLARED INTEREST ITEM BE MOVED TO AGENDA ITEM L8a.

CARRIED

7. Approval of the Minutes of the Regular Board Meeting, April 29, 2025

Motion 1427 (25-5-27)
Moved by Stefano Pascucci
Seconded by Paula Dametto-Giovannozzi

THAT THE MINUTES OF THE REGULAR BOARD MEETING, APRIL 29, 2025, EXCLUDING ITEM L5a, BE APPROVED.

CARRIED

- a. Business Arising from the Minutes - Attached.

8. Approval of the Minutes of the Special Board Meeting, May 20, 2025

Motion 1428 (25-5-27)
Moved by Thomas Thomas
Seconded by Herman Vilorio

THAT THE MINUTES OF THE SPECIAL BOARD MEETING, BE APPROVED.

CARRIED

B. Pastor's Remarks: Video Presentation by Monsignor Shiels - Our Blessed Mother Mary

The Chair asked Director Mazzorato to convey our gratitude to Monsignor Shiels for his inspiring words.

C. Awards and Presentations

1. **2025 Recipient of the Terry Fox Humanitarian Award
Indigenous Student Trustee Bailey Clyne**

Bailey Clyne, a graduating student of Our Lady of Mount Carmel CSS, has been named one of 13 national recipients of the 2025 Terry Fox Humanitarian Award (TFHA). This prestigious award recognizes youth who embody Terry Fox's values of courage, perseverance, and service through their humanitarian work. Chosen from a national pool of applicants, Clyne is part of the top 1% selected for her commitment to helping others.

Bailey's life experiences and adversities have shaped her into a kind and compassionate leader. She struggles with Dyslexia, has dealt with systemic bullying and faced emotional challenges when her mother battled cancer. Over time, Bailey re-framed these obstacles into stepping stones that helped shape her into the confident, outgoing person she is today.

She is passionate about social justice, equity and Indigenous rights and has spent numerous hours on advocacy work through her involvement as the first Indigenous Student Trustee at the DPCDSB where she represents the voices of 81,000 students.

Bailey's strength comes from her involvement in the community. Since Grade 9, she has completed over 730 volunteer hours in her school and community. Her most meaningful contribution is the Crochet Hat Project, which she started in the summer of 2021. Inspired by her grandmother, Bailey turned her crochet hobby into a humanitarian initiative. Bailey secured a grant for her project which propelled her into teaching 18 Indigenous youth how to crochet hats in the project's first year. The hats were donated to Indigenous communities across Canada. After four years, Bailey has taught a total of 42 youth crochet skills and has distributed 1034 packages to Indigenous schools in remote locations across Canada. As the project continues, Bailey is excited to see how many more communities it can reach.

Teaching others how to crochet has inspired Bailey to explore her passion for education and leadership in the Concurrent Education Program at Brock University.

D. Delegations - Nil

E. Reports from Trustees for Receipt

1. Regular Reports

a. Ontario Catholic School Trustees' Association (OCSTA) Report

Trustee Shawn Xaviour reported that the OCSTA Annual General Meeting (AGM) and Conference was a remarkable success with positive feedback. The Regional OCSTA meeting will be held September 24, 2025. The new OCTSA Director Pat Daly comes to us with a wealth of experience as a trustee with Hamilton Catholic DSB and has served as OCSTA president previously. A reminder to all trustees that the mandated Ministry of Education (Ministry) online training modules through the Ontario Educational Services Corporation (OESC) are to be completed by August 31, 2025.

b. Student Voice Report

Indigenous Student Trustee Bailey Clyne and Student Trustees Jia Sharma (North) and Raheem White (South) introduced themselves. Indigenous Student Trustee Bailey Clyne spoke in Anishinaabemowin.

On May 2, we had the opportunity to attend the OCSTA AGM. During the conference we had a student trustee session where we heard from Theland Kicknosway, who shared with us his journey to becoming a hoop dancer. He ended his session by sharing a hoop dance. We then were shown the final posters for the Indigenous Influencers project that many of the student trustees worked on throughout the year. This project highlights many amazing Indigenous people who are athletes, artists, activists, politicians, etc., and connects them to various aspects of the curriculum. This project was then presented at the Ontario Catholic Student Youth Day on May 7. In addition, Indigenous Student Trustee Bailey Clyne had the honour of reading the prayer and introducing our keynote speaker.

Our April Student Senate meeting took place at Blessed Trinity Catholic Centre for Learning. We worked on collaborative resources for students, which will be posted on Social Media, as well as sent to schools. The Senators continue to advocate in our schools, especially during this busy time of the school year. Our last Senate Meeting will be taking place at Silver Creek Outdoor Educational Centre this

Thursday. We are inviting our incoming student trustees to assist them with their role relating to our Senate. We look forward to engaging with our Student Senate for our final meeting, spending time in nature and discussing potential future topics.

This past weekend, from May 22 - 25, we joined student trustees from across the province at the Ontario Student Trustees' Association (OSTA-AECO) 2025 Conference and AGM. At the conference we had the opportunity to hear from many professionals, network, and participate in meaningful professional development (PD). We are happy to share that the three incoming Student Trustees from Dufferin-Peel attended the conference. They participated in PD designed to prepare them for their upcoming term. We are excited to see them excel in their roles next year. As for student concerns, once again our senators raised concerns regarding the restrictive nature of the recently revised flag policy.

1. Chair Luz del Rosario: This will be Indigenous Student Trustee Bailey Clyne's last Regular Board meeting as she will be in Ottawa to receive her Terry Fox Humanitarian award on June 17. Congratulations to Bailey as she graduates and moves forward to Brock University. Bailey has served two terms as the Indigenous Student Trustee for DPCDSB. She is a strong committed student and student advocate. We are grateful for her hard work and dedication and wish her continued success.

c. Good News Report

Trustee Paula Dametto-Giovannozzi
Caledon Dufferin

March for Life

Trustee Paula Dametto-Giovannozzi shared photos from the March for Life in Ottawa in May. DPCDSB was well represented with one full bus of students, as well as students that attended with their parishes. It was inspiring to see so many students dedicated and firm in their conviction of right to life. The student feedback was positive as many students shared that it was a meaningful experience. Thank you to Director Mazzorato and all staff that supported and helped DPCDSB students to participate in this important event. Special thanks to Right to Life Brampton and Mississauga for generously sponsoring the travel and accommodations. We continue to pray for a culture that values life, for the unborn and the elderly.

The Rosary Apostolate

The Rosary Apostolate in the Caledon and Dufferin region have onboarded 15 schools into our beautiful May Celebration in honor of Our Blessed Mother. At the Rosary Apostolate, we have a rotating May Celebration schedule. Every five years the Rosary Apostolate distributes blessed miraculous medals to students and staff. At each of these schools, we had a Marian celebration where every staff member and student received a blessed rosary and Miraculous Medal. To date, 13 schools have been visited, with two more scheduled to occur.

We have also secured enough medals to distribute to all trustees and staff here at the Catholic Education Centre (CEC), which will be distributed in the coming days.

In total, over 10,000 blessed rosaries and medals have been distributed — a powerful testament to our Catholic identity and the evangelizing mission of our schools.

This remarkable initiative even caught the attention of LifeSite News. Since then, we have received generous donations of sacramentals and prayer cards from the Universal Living Rosary Association of Saint Philomena in Texas and interest in future support from Sister Anna Maria of the Slaves of the Immaculate Heart of Mary in Ohio.

A heartfelt thank you to Sister Marilena of the Rosary Apostolate for her tireless work, dedication, and love in making this ministry flourish, my team and I absolutely love this ministry. We at the Rosary Apostolate are always welcoming volunteers to help pray the rosary with our students. Please feel free to contact me if you would like to join our ministry.

Student Trustee Jia Sharma

Thank you to the Program and Learning Services department for the exciting opportunity that all secondary students had to write the DELF exam. The DELF (Diplôme d'Études en Langue Française) is an official diploma awarded by the French Ministry of Education to certify the French language competency of candidates outside of France. We had at least five students from each secondary school write the exam.

Student Trustee Jia Sharma shared that Student Trustee Raheem White made the CBC News when he attended a rally at Queen's Park in Toronto, demanding more education funding from the province, on Saturday, May 24, 2025. The underfunding has resulted in larger class sizes and will result in programming cuts that will hurt students.

Student Trustee Raheem White

Recognized Student Trustee Jia Sharma's success in winning the OSTA-AECO Student Trustee Alumni Leadership Award. The scholarship is awarded to two student trustees who demonstrate exemplary leadership, innovation, cooperation and perseverance in their community. Well done, Jia!

F. Updates/Information/Reports from Committees for Receipt

1. Receipt of the Minutes of the Faith and Program Committee Meeting, March 4, 2025
2. Receipt of the Minutes of the Audit Committee Meeting, February 4, 2025
3. Receipt of the Minutes of the Peel Safe and Active Routes to School Committee Meeting, April 15, 2025
 1. Trustee Brea Corbet: Thank you Trustee Thomas Thomas for attending these meetings. In the Minutes, the item of Bike to School Week is discussed. Can the board send out system communications around bike safety tips?

Director Mazzorato: Our Communications department is working on messaging regarding bike and road safety to be broadly communicated.

4. Receipt of the Minutes of the Contract and Negotiations Committee Meeting, March 25, 2025

G. Updates/Information/Reports from Administration for Receipt

1. Retirement - O. Glasford, Principal

Director Mazzorato paid tribute to Olivera Glasford as she has decided to retire on July 2025, after 31 years of service as a Catholic Educator in DPCDSB.

Olivera began her teaching career in 1996 at St. Paul CSS followed by St. Joseph CSS and St. Francis Xavier CSS. Olivera then brought her gifts to Holy Name of Mary CSS as a vice-principal, continuing in that role at St. Thomas Aquinas CSS and St. Marcellinus CSS. Olivera was promoted to the role of principal at St. Barbara CES and now leads the community at St. John XXIII CES.

Olivera believes that academic excellence and spiritual growth go hand in hand, and that each child is a precious gift from God, worthy of love, care, and encouragement. Olivera has led with wisdom, compassion, and unwavering dedication, nurturing not only the minds but the hearts and souls of every student, teacher, and family.

As you step into this next chapter Olivera, may God reward you for your faithful service and fill your days with joy, peace, and the knowledge that you have made a lasting difference. Congratulations.

Trustee Luz del Rosario passed the chair to Vice-Chair Thomas Thomas.

1. Trustee Luz del Rosario: We accept Olivera's letter of her retirement with regrets. She is a very hard worker and is dedicated to students, staff and families, and has the ability to bring calm in all situations.

Trustee Luz del Rosario resumed the chair.

2. Retirement - D. Speranza, Principal

Director Mazzorato paid tribute to Diana, a resolute leader in Catholic education. Her journey began as a Social Science teacher at St. Paul CSS, where she inspired countless students with her passion for learning. Diana's leadership skills soon led her to become the Social Science department head at St. Marguerite D'Youville CSS, where she fostered a collaborative and innovative environment.

As vice-principal at Cardinal Leger CSS and Cardinal Ambrozic CSS, Diana's commitment to student success and well-being was unwavering. Her tenure as principal at Robert F. Hall CSS followed, where she championed academic excellence and spiritual growth.

Diana's legacy is one of compassion and integrity. Her impact on the lives of students, staff, and the community will be cherished for years to come. Diana's retirement is a celebration of her remarkable contributions and the lasting influence she has had on Catholic education. Congratulations on your retirement, Diana!

1. Trustee Paula Dametto-Giovannozzi: Thank you to Diana for her hard work and dedication, she has been a pleasure to work with. I wish her many years of well-deserved retirement. God Bless.

3. Retirement - K.A. Marsi, Principal

Director Mazzorato paid tribute to Kelly-Ann who has served DPCDSB for 29 years beginning in 1996 as a teacher at St. Francis of Assisi CES. She then moving on to St. Jean Brebeuf CES and Our Lady of Lourdes CES. Kelly-Ann answered the call to leadership and was promoted to vice-principal at St. Andrew CES and St. John the Baptist CES in 2018 and continued in that role at St. Evan CES. Kelly-Ann then gladly embraced the position of principal at St. Margaret of Scotland CES. Kelly-Ann has been part of Dufferin-Peel for over 50 years -- as a student, teacher, parent and administrator. She feels a deep sense of pride and is grateful to have had a role in the growth of students' faith and academic achievements in the communities she has served, especially in her role as an administrator. She feels blessed to have witnessed the positive impact Catholic education has had on her own children, students, and families in every school community she has been a part of.

DPCDSB is grateful to Kelly-Ann for her inspiring leadership and her commitment to Catholic Education. We wish her nothing but health and happiness and all of God's Blessings as she begins her retirement.

1. Trustee Herman Vilorio: I wish Kelly-Ann many years of happy retirement. She has worked extremely hard for staff and students. Congratulations and God bless.

4. Retirement - M. Cloutier McCann, Principal

Director Mazzorato paid tribute to Michelle. After 37 years in education, we would like to congratulate Michelle McCann on her retirement. She has served the DPCDSB community in her roles as teacher and consultant for 16 years. Michelle spent many years teaching at St. Anne CES and St. Charles Garnier CES. She spent three years as an early literacy consultant in the Program department. Michelle answered the call to leadership and has been an administrator for the past 21 years. Michelle served as vice-principal at St. Monica CES and St. Thomas More CES and then as a principal at three schools: St. Thomas More CES, Queen of Heaven CES and St. James Catholic Global Learning Centre.

Michelle is grateful for the countless students, teachers, and colleagues who have been a part of her journey. She feels deeply fortunate to witness the profound impact Catholic education has on individuals, families, and communities. Every school that she has had the privilege to serve, has shaped her as an educator and person – and she is grateful.

As Michelle embarks on a well-deserved retirement, we extend our deepest thanks and heartfelt appreciation for her contributions to DPCDSB and Catholic education. May God bless her and may this new chapter be filled with joy, relaxation, and the fulfillment of all her dreams and aspirations.

1. Trustee Mario Pascucci: I accept her letter of retirement with regret. Michelle is highly organized and has a friendly manner. I wish her many happy years of retirement and thank her for her hard work and dedication to Catholic education.

5. 2025-2026 Public Budget Information Session Report

Executive Superintendent Julie Cherepacha summarized the report.

1. Trustee Paula Dametto-Giovannozzi: Our coterminous board provides busing to French Immersion (FI) students. Can staff review why we cannot offer busing?

Director Mazzorato: We have not provided busing for FI students since we began offering the program, from the beginning it was stated that there was no transportation funding provided for programs of choice. We can review to see if new funding has been identified.

2. Trustee Paula Dametto-Giovannozzi: Is it possible to review busing to regional programs as well?

Director Mazzorato: We have requested busing for regional schools and await a response.

6. Core Education Funding 2025-2026 Update

Executive Superintendent Cherepacha summarized the report.

1. Trustee Bruno Iannicca: Does the funding provided by the Ministry cover 100% of all salary increases that were negotiated?

Executive Superintendent Cherepacha: We are funded at 100% for salary, if we staff beyond class size requirements or if our employee salaries are above the salary benchmarks, then those differences would be an unfunded expense to the board. Regarding benefits, there is a portion of the CPP and CPP2 enhancements that are unfunded.

2. Trustee Bruno Iannicca: Can staff provide the actual cost to the Board for the unfunded portion of CPP/EI?

Executive Superintendent Cherepacha: Once the calculations are finalized, we will put that information in Issues & Events.

3. Trustee Brea Corbet: Last year there was talk of aligning the distance criteria for transportation of students. It would be helpful if the alignment were phased in to assist with the cost. Can staff provide a status update?

Associate Director Del Bianco: STOPR Governance is working on this issue. We will bring back your suggestion and provide an update in Issues & Events.

7. Extended Excursion - Future Health Professionals (HOSA) International Leadership Conference (ILC) - Spring 2025

Superintendent Cusumano summarized the report.

1. Trustee Stefano Pascucci: How many tour operators do we use? Of these how many specialize in US or Europe tours?

Executive Superintendent Cherepacha: All vendors are prequalified; some have more experience than others in certain areas and locations.

2. Trustee Brea Corbet: This is an amazing experience that we are supporting. Is HOSA offered at all schools?

Superintendent Cusumano: HOSA clubs occur in many DPCDSB secondary schools, similar to DECA (emerging leaders and entrepreneurs in marketing, finance, hospitality and management). The group that is embarking on this excursion have qualified provincially and are moving to this next challenge due to their success.

8. Retirement - E. Del Grosso-Milek, Principal

Director Mazzorato paid tribute to Enza who has had over 28 years of dedicated service to DPCDSB. Enza began her teaching career in Dufferin-Peel as a primary/junior teacher in 1997. She later went on to serve her communities as a special education/ resource teacher.

Enza has supported many Dufferin-Peel communities as vice-principal at St. Simon Stock CES and St. Teresa of Avila CES and as a principal at St. Marguerite Bourgeoys CES and, most recently, St. John of the Cross CES.

Enza's commitment to students is evident through her interactions with community stakeholders. As an advocate for all learners, she ensures all students feel safe, respected and cared for. Her calm, caring and warm leadership style makes all in her presence feel the love and compassion of Christ. Enza leaves a legacy of excellence in Catholic education coupled with a testament to the power of embracing the Ontario Catholic School Graduate Expectations as a framework for ensuring the success of all.

We are forever grateful for the positive impact Enza has had at Dufferin-Peel. Congratulations Enza. May this new chapter be as fulfilling and rewarding as the legacy you leave behind.

1. Trustee Brea Corbet: I express my sincere congratulations to Enza. I have had the absolute privilege of working with her at St John of the Cross CES. Thank you for your 28 years of service in Catholic education and leadership with our school community in Mississauga West Family of Schools. Enza has inspired a culture of excellence, been a mentor, a role model, source of support and inspiration. She has led with strength and heart. She has created a school environment where everyone she serves feel seen, valued and encouraged to grow. We celebrate your legacy and impact. Thank you to Enza for her dedication to our students, families and staff.

9. Retirement - S. Chambers, Principal

Director Mazzorato paid tribute to Sharon who began her career in education in 1998, following a successful 13-year career in business and finance. Over the past 27 years, she has served the DPCDSB with dedication—as a classroom teacher, special education resource teacher, vice-principal, and principal. Her journey has taken her through several school communities, including St. Leonard CES, St. Ursula CES, St. Andrew, Father Clair Tipping, Good Shepherd, St. Joachim, and, for the past eight years, Pauline Vanier.

Throughout her career, Sharon has shown a strong commitment to supporting the academic and spiritual development of students. She has been a consistent advocate for inclusive education, working to ensure that every child felt valued and supported. Her calm

demeanor, thoughtful leadership, and care for students, staff, and families have been appreciated in each school community she has served.

As a principal, Sharon led with kindness, professionalism, and a steady hand. Her ability to build relationships, support colleagues, and foster a welcoming, faith-based school environment has been a key part of her leadership style. We thank her for her many years of service and wish her continued happiness, good health, and fulfillment in the years ahead.

H. Updates/Information/Reports from Administration Requiring Action

1. Motion Recommended by the Board By-Law/Policies Review Committee, April 22, 2025

Motion 1429 (25-5-27)

Moved by Stefano Pascucci

Seconded by Bruno Iannicca

**THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT REVISED POLICY P-5006
ELECTRONIC COMMUNICATION, ANTI-SPAM AS AMENDED**

CARRIED

I. Additional Business - Nil

1. Notices of Motion

J. Questions Asked by Trustees

Trustee Stefano Pascucci left the meeting from 8:17 to 8:19 p.m.

1. Trustee Mario Pascucci: Does staff have an update on the storm water that caused damage at St. Edmund CES, and the work that is being done with the City of Mississauga on this damage?

Acting Superintendent Moriah: We have communicated to the community what was done to remediate the situation. There is no new information regarding the storm water. We had a recent water main break on the property that was fixed and may need to be replaced. We can contact the City of Mississauga to see if they have undertaken additional work.

2. Trustee Mario Pascucci: Myself and Trustee Bruno Iannicca had a meeting with the local Councillor who raised concerns about the technical issues and the possibility of mold, which has been raised by parents/guardians.

Associate Director Del Bianco: The councilor is welcome to contact us to discuss further. We have done a third party air quality test throughout the school in various spots and shared all findings. The school met all requirements for safety.

3. Trustee Mario Pascucci: Can staff provide an update on the repair work in secondary washrooms?

Acting Superintendent Moriah: Work has been conducted over the last three weekends in six secondary schools. All work will be completed by July. Elementary school washrooms will be conducted during the summer. Our projected plan is to fix and maintain all fixtures, partitions and painting will be finished by September.

Associate Director Del Bianco: Information will be provided in the Long-Term Facilities Master Plan at the June 10 Administration and Finance Committee meeting.

4. Trustee Brea Corbet: Interesting news article recently shared how a school created a QR code so that students could report if there were problems in the washroom, they could report anonymously, and that note went to the school administrator to follow up. Is this something that we can also consider implementing?

Associate Director Del Bianco: We are discussing this option as well as other possibilities.

5. Trustee Brea Corbet: Can staff confirm if the June digital report cards will go directly to the emails of parents/guardians rather than to student emails?

Chief Information Officer MacIsaac: This is not possible for June; we are investigating different options for the November Progress Report Cards.

Trustee Brea Corbet: This has been under review since COVID 2020 the report card is an important assessment piece that parents should be able to access. I would appreciate if staff would prioritize this request.

6. Is there an update that can be provided regarding the repair of the sports field at St. Aloysius Gonzaga CSS? This has been an outstanding item for a number of years and continues to pose significant safety concerns for players.

Acting Superintendent Moriah: Facility staff and City of Mississauga staff have been consulting over the last few months and have agreed on a plan. The contractor is to set to begin June 2 and should be finished the first week of August, ready for September start-up.

7. Student Trustee Jia Sharma: During the May Faith and Program meeting, I put forth a suggestion of how to share the mental health resources most effectively for students. Can staff provide an update on this suggestion?

Director Mazzorato: I am pleased to share that your incredible suggestion was reviewed by staff and acting upon. We have confirmation from our ICT department that we can blast those resources via our learning management systems. Staff have developed a poster to identify how resources can be accessed. We will provide a communication to all educators to draw attention to these resources. Thank you for your suggestion, it will go a long way in promoting mental health and well-being resources.

8. Trustee Darryl D'Souza: Can staff provide the status of the Environmental, Social and Governance (ESG) Report?

Associate Director Del Bianco: We will work to post something shortly.

9. Trustee Bruno Iannicca: Requested that staff send the Questions and Responses document to all trustees from the Public Budget Information Session, so that we may share with Catholic School Councils (CSC).

Can staff put cameras outside washrooms for enhanced security?

Director Mazzorato: Let us take that back and review costs associated. We will put information in Issues & Events.

10. Trustee Stefano Pascucci: Cars are going onto properties where gates are not being closed, can we put a stop to that?

Acting Superintendent Moriah: I will speak to the Facilities managers to ensure the gates are locked where possible.

11. Trustee Stefano Pascucci: Have the snow removal companies repaired any damage that they caused over the winter?

Acting Superintendent Moriah: I am pleased to report that all repair work is completed and was done at their own expense.

12. Trustee Herman Vilorio: What is the status of hiring non-teaching chaplains?

Superintendent Murphy: Interviews were conducted last week and we have placed two chaplains. We will continue interviewing. We have had priests apply for the position.

13. Trustee Darryl D'Souza: How many chaplains do we have to hire?

Superintendent Murphy: We have nine positions to fill. We have not completed all interviews.

14. Trustee Mario Pascucci: Some of the properties where we share a parking lot with churches, the asphalt is not in good condition. Can we look at replacing our share?

Associate Director Del Bianco: We will review.

Trustee Luz del Rosario passed the chair to Trustee Thomas Thomas.

15. Trustee Luz del Rosario: Is it possible to set up CSC with a payment system to sell things i.e., at a bake sale or a school fair?

Executive Superintendent Cherepacha: Point of sale devices are not new to us, for instance, vendors use them with students in secondary. We need to consider the connection to our system, privacy issues and the security risk. I would like to discuss this further with schools that are interested.

K. Declared Interest Items - Nil

L. In Camera Meeting of the Committee of the Whole

Motion 1430 (25-5-27)

Moved by Darryl D'Souza

Seconded by Paula Dametto-Giovannozzi

THAT THE COMMITTEE OF THE WHOLE MOVE INTO A CLOSED MEETING AS DISCUSSIONS WILL INVOLVE THE DISCLOSURE OF PERSONAL OR FINANCIAL INFORMATION IN RESPECT OF A MEMBER OF THE BOARD OR COMMITTEE, OR AN EMPLOYEE.

CARRIED

M. Report from the In Camera Meeting of the Committee of the Whole

The Committee of the Whole Received In Camera Board Minutes from April 29, 2025, receipt of In Camera Faith and Program Minutes from March 4, 2025, and In Camera Audit Committee Minutes from February 4, 2025, Receipt of Administrative Appointments and Transfers Report and DPCDSB Principals and Years of Service at the Current School Report, and a Private Verbal Report regarding two operational issues and Questions Asked by Trustees of an In Camera Nature.

The trustees with declared interest left the meeting.

Motion 1431 (25-5-27)

Moved: Anisha Thomas

Seconded: Paula Dametto-Giovannozzi

THAT THE BOARD OF TRUSTEES APPROVE THE AMENDMENT TO THE REVISED MANDATE FOR THE PRINCIPAL AND VICE-PRINCIPAL MANDATE FOR BARGAINING PURPOSES.

CARRIED

Motion 1432 (25-5-27)

Moved: Anisha Thomas

Seconded: Paula Dametto-Giovannozzi

THAT THE BOARD OF TRUSTEES APPROVE THE MANDATE AND KEY PRIORITIES FOR LOCAL DISCUSSIONS WITH THE MID-MANAGEMENT ASSOCIATION.

CARRIED

The trustees with declared interest returned to the meeting.

N. Future Meeting - June 17, 2025

O. Adjournment

Motion 1433 (25-5-27)

Moved by Anisha Thomas

Seconded by Bruno Iannicca

THAT THE MEETING BE ADJOURNED AT 10:24 P.M.

CARRIED



G 5	2025-2026 Public Budget Information Session Report	
Q 1&2	<p>Trustee Paula Dametto-Giovannozzi: Our coterminous board provides busing to French Immersion (FI) students. Can staff review why we cannot offer busing?</p> <p>Trustee Paula Dametto-Giovannozzi: Is it possible to review busing to regional programs as well?</p>	In progress.
G 6	Core Education Funding 2025-2026 Update	
Q 2	<p>Trustee Bruno Iannicca: Can staff provide the actual cost to the Board for the unfunded portion of CPP/EI?</p>	Will be included in Issues & Events once available
Q3	<p>Trustee Brea Corbet: Last year there was talk of aligning distance criteria for transportation of students. It would be helpful if the alignment was phased in to assist with the cost. Can staff provide a status update?</p> <p>Associate Director Del Bianco: STOPR Governance is working on this issue. We will bring back your suggestion and provide an update in Issues & Events.</p>	Will be included in Issues & Events once available
J.	Questions Asked by Trustees	
Q 1	<p>Trustee Mario Pascucci: Does staff have an update on the storm water that caused damage at St. Edmund CES, and the work that is being done with the City of Mississauga on the damage?</p>	We will contact the City of Mississauga to see if they have undertaken additional work.
Q8	<p>Trustee Darryl D'Souza: Can staff provide the status of the Environmental Status Governance (ESG) Report?</p>	In progress.



RECOMMENDATION TO THE BOARD

C 1 PRESENTATION

**STUDENT TRUSTEE ALUMNI LEADERSHIP AWARD (STALA)
SCHOLARSHIP WINNER STUDENT TRUSTEE JIA SHARMA
FROM ONTARIO STUDENT TRUSTEES' ASSOCIATION (OSTA-AECO)**



RECOMMENDATION TO THE BOARD

C 2 VIDEO PRESENTATION

FOOD FOR GOOD: FEEDING MINDS – MADISON STEWART

REGISTRATION FORM FOR DELEGATIONS

All delegations are required to submit a Registration Form outlining the key points to be presented by no later than 1:00 p.m. five (5) business days before the date of the applicable meeting for the request to be considered. The written presentation and materials must be submitted by 12:00 p.m. one (1) business day prior to the meeting. Trustees may ask questions of clarification after the presentation in accordance with Board Procedural By-Law 1-01, Article 7. Delegations are reminded that no decision on the issues presented will be made at the meeting. Delegations are allotted five minutes to present.

Meeting name & date: Board Meeting: May 27, 2025 Subject: Feeding Minds: Strengthening Overs

- ☐ I wish to speak ONLY on my own behalf.
- ☒ I wish to delegate as a spokesperson for: Food for Good
- ☐ I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

Feeding Minds highlights the growing concern around food insecurity in schools and the academic and behavioural impacts of non-nutritious school meals. Despite the strong intent of PPM-150, inconsistent enforcement and lack of infrastructure have led to widespread non-compliance across many Ontario schools.

This issue aligns directly with the board's commitment to student well-being, equity, and educational achievement. Nutrition is foundational to cognitive performance and behaviour, and right now, policy gaps are contributing to inequities across school boards in the lower GTA. Our presentation is designed to support—not criticize—the current efforts of school boards by offering collaborative, informed pathways forward.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 (*see reverse*) pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

Please note that delegations will be only heard during the allotted period for delegations. If it is necessary to cancel the delegation, please do so in writing by email, fax or hand delivered copy at least 24 hours prior to the meeting: Phone 905-890-0708, Ext. 24433 or email: cindy.child@dpcdsb.org

Delegation Contact Information: *

Name Madison Stewart

Address

Date: May 15, 2025

Signature: 

* **Municipal Freedom of Information and Protection of Privacy Act:** Personal information is collected under the legal authority of the *Education Act*, RSO 1990, c. E.2 and will be used by the Board and Committee Information Officer for corresponding with delegates. Questions about this collection should be addressed to the Manager, Records Management, Access & Privacy at 890-0708, Ext. 24443.



RECOMMENDATION TO THE BOARD

DELEGATION 1

RIGHT TO LIFE, MARCH FOR LIFE – ESTHER ALDRIDGE

REGISTRATION FORM FOR DELEGATIONS

All delegations are required to submit a Registration Form outlining the key points to be presented by no later than 1:00 p.m. five (5) business days before the date of the applicable meeting for the request to be considered. The written presentation and materials must be submitted by 12:00 p.m. one (1) business day prior to the meeting. Trustees may ask questions of clarification after the presentation in accordance with Board Procedural By-Law 1-01, Article 7. Delegations are reminded that no decision on the issues presented will be made at the meeting. Delegations are allotted five minutes to present.

Meeting name & date: June 17, 2025 Subject: March for Life

- ☐ I wish to speak ONLY on my own behalf.
☒ I wish to delegate as a spokesperson for: Right To Life MB
☐ I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

- importance of the March for Life
- my experience there taught
- how abortion is not talked about in schools
- justice for the preborn is a priority
- my experience talking about abortion in school

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 (see reverse) pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

Please note that delegations will be only heard during the allotted period for delegations. If it is necessary to cancel the delegation, please do so in writing by email, fax or hand delivered copy at least 24 hours prior to the meeting: Phone 905-890-0708, Ext. 24433, Fax 905-890-8837 or Email cindy.child@dpcdsb.org

Delegation Contact Information: *

Name Esther Aldridge

Address

Telephone

Email

Date: May 21, 2025 Signature: Esther Aldridge

* Municipal Freedom of Information and Protection of Privacy Act: Personal information is collected under the legal authority of the Education Act, RSO 1990, c. E.2 and will be used by the Board and Committee Information Officer for corresponding with delegates. Questions about this collection should be addressed to the Manager, Records Management, Access & Privacy at 890-0708, Ext. 24443.



RECOMMENDATION TO THE BOARD

REPORT NUMBER E 1 c.

GOOD NEWS REPORT

Regular Board Meeting
June 17, 2025
GOOD NEWS REPORT
Multi Year Strategic Plan Value: Believe, Excel, Respect, Thrive, Trust

*"Therefore encourage one another and build one another up, just as you are doing."
1 Thessalonians 5:11*

BACKGROUND

The following Good News items represent a sample of unique, significant or extraordinary events or accomplishments that have recently taken place involving DPCDSB students, staff, schools, or facilities.

DPCDSB SCHOLARSHIP AWARD RECIPIENTS HONOURED BY THE CONGRESS OF BLACK WOMEN

Schools: St. Edmund Campion Catholic Secondary School (CSS)
Notre Dame CSS
St. Augustine CSS
Cardinal Ambrozic CSS

Principals: Maria Locicero, Yonas Lijiam, Sophia Maloney, Tino Malta

Trustees: Darryl D'Souza, Paula Dametto-Giovannozzi, Anisha Thomas, Shawn Xavier

On June 9, four DPCDSB students were honoured as scholarship award recipients at the annual Congress of Black Women's scholarship award luncheon. Congratulations to Aleyah Graham from St. Edmund Campion CSS, Kyla-Gaye Bloomfield from Notre Dame CSSI, Chukwudumebi Onakufe from St. Augustine CSS, and Jada Mitchell from Cardinal Ambrozic CSS. Well done!

ST. HILARY CES TEACHER RECOGNIZED BY THE ROYAL CANADIAN LEGION

School: St. Hilary Catholic Elementary School (CES)

Principal: Gwen Scanlon

Trustee: Thomas Thomas

Grade 8 teacher Blair Tremblay was recently honoured by the Royal Canadian Legion with the Irene Urbaniak Memorial Award for his outstanding work encouraging pupils to compete in the Legion's Annual Public Speaking Contest. For many years, Blair has coordinated and encouraged student participation in this annual event. In addition, he has been instrumental in the Legion's annual Poppy Campaign, Remembrance Day Celebrations, and Poster Contest. Well done, Blair!

ST. JOSEPH CSS STUDENT AWARDED \$120,000 SCHULICH LEADER SCHOLARSHIP

School: St. Joseph CSS
Principal: Rosina Ariganello
Trustee: Luz del Rosario

Azka Siddiqui, a graduate of the Advanced Placement (AP) Program at St. Joseph CSS, has been selected to receive a \$120,000 Schulich Leader Scholarship which supports Canada's top talent in Science, Technology, Engineering, and Math (STEM). Azka will be entering the Computer Engineering program at the University of Waterloo in the fall. She was selected for her outstanding academic and extra-curricular achievements. She is the third recipient of this prestigious scholarship from St. Joseph CSS in the past five years. Azka is an outstanding student who truly exemplifies the Ontario Catholic School Graduate Expectations. She is a kind, caring, and compassionate student who demonstrates respect for the dignity and well-being of others. Azka is Editor-in-Chief of the school newspaper and is a representative on the Mental Health and Well-Being Champion Committee and the Student Equity Council. Azka is passionate about equity and diversity, mental health and well-being, and building a better future for newcomers. We wish Azka the greatest success as she pursues her studies in the field of Engineering.

ST. FRANCIS XAVIER CSS STUDENTS EXCEL ON THE GRADE 11 AVOGADRO EXAM

School: St. Francis Xavier CSS
Principal: Ferdinando Tantalo
Trustees: Stefano Pascucci, Thomas Thomas

Several Grade 11 Chemistry students from St. Francis Xavier CSS performed exceptionally well on the Avogadro Exam, which is an annual contest for Grade 11 Chemistry students organized by the University of Waterloo. The contest took place May 15, and 36 St. Francis Xavier CSS students participated.

Student Divye Rawat will be receiving a limited-edition Title Award for his outstanding achievement:

- Placed 1st at St. Francis Xavier CSS out of 36 participants
- Scored 96.88%
- Placed 14th in Ontario out of 2,687 participants
- Scored within the 99th percentile in Canada, out of 3,386 participants
- Scored within the 95th percentile in the world, out of 4,981 participants

Honourable mention also goes out to the following St. Francis Xavier CSS students who scored in the 90th percentile of participants in Canada, and in the 80% percentile of world participants:

- Nathan Liu
- Trevin Miranda
- Arav Jain
- Aditya Makhija

Congratulations to these students on their exceptional achievements.

ST. FRANCIS XAVIER CSS STUDENT CAPTURES GOLD MEDAL AT SKILLS CANADA NATIONAL EVENT

School: St. Francis Xavier CSS
Principal: Ferdinando Tantalo
Trustees: Stefano Pascucci, Thomas Thomas

After achieving success at the Regional Skills Competition in late February, St. Francis Xavier CSS student Dinina Bian. advanced to the Provincial Skills Competition held in early May where she was awarded First Place in the Job Search Skills event. As a result, Dinina earned a spot on Team Ontario. On May 31, the Ontario Delegation, comprised of 130 competitors and coaches/advisors, travelled to Regina to compete in the National Skills Competition. Over 500 competitors represented Canada's provinces and territories in over 40 skilled trades and technology careers.

Of the experience, Dinina says, "The valuable skills I developed are things that will carry me throughout the future. I'm so grateful for the opportunity to compete, because it helped me grow in so many ways. I built skills like adaptability, strong communication, and quick thinking that I know will help me in both school and the rest of my life. Through Skills Canada, I learned how to think on my feet and stay composed even when faced with pressure. I realized that thinking fast, staying calm, and being adaptable are just as important as knowing the answers. I'm so grateful that I got the opportunity to build these essential skills."

Congratulations to Dinina Bian Coach Achille Lombardi, and Advisor Andrea Chutkos.

ST ALOYSIUS GONZAGA CSS STUDENTS ATTEND STEAM INNOVATION CHALLENGE

School: St. Aloysius Gonzaga CSS
Principal: Michael Freitas
Trustees: Brea Corbet, Herman Vilorio, Luz del Rosario

St. Aloysius Gonzaga CSS students recently attended The STEAM Innovation Challenge (STEAM IC) at Canoe Landing Centre. This event is a Canadian, non-profit competition dedicated to empowering the next generation of innovators by fostering creativity, collaboration, and excellence in Science, Technology, Engineering, Arts, and Mathematics. It encourages sustainability in the next generation and allows students to tackle real-world problems through innovation. The students proudly represented St. Aloysius Gonzaga CSS school community.

DPCDSB STUDENTS BRINGS HOME THE GOLD

Schools: St. Aloysius Gonzaga CSS
Philip Pocock CSS
St. Joan of Arc CSS
Our Lady of Mount Carmel
Principals: Michael Freitas, Frances Campese, Adriano Bomben, Jennifer Varnam
Trustees: Brea Corbet, Herman Vilorio, Luz del Rosario, Mario Pascucci

From June 2-6, over 1000 athletes and coaches from across the province travelled to Ottawa for the Special Olympics School Champs Provincial Championship. Four DPCDSB teams qualified for this amazing event. All DPCDSB schools brought home Gold in their respective sports. Philip Pocock CSS won a close final in Traditional Floorball, St. Joan of Arc CSS won an exciting final in Soccer, Our Lady of Mount Carmel CSS won the Basketball final, and St. Aloysius Gonzaga CSS were victorious in overtime to bring home the Unified Floorball Gold. All athletes represented DPCDSB with amazing sportsmanship and everyone had a fantastic experience.

Prepared by: Bruce Campbell, General Manager, Communications & Community Relations

Submitted by: Marianne Mazzorato, Ed.D., Director of Education



RECOMMENDATION TO THE BOARD

REPORT NUMBER F 1

**RECEIPT OF THE MINUTES OF THE
ADMINISTRATION AND FINANCE COMMITTEE MEETING,
APRIL 8, 2025**

MINUTES

Administration and Finance Committee Meeting

Tuesday, April 8, 2025, 7:00 p.m.

Boardroom, Catholic Education Centre

Trustees:	Darryl D'Souza	Chair
	Herman Vioria	Vice-Chair
	Paula Dametto-Giovannozzi	Trustee
	Luz del Rosario	Trustee
	Bruno Iannicca	Trustee
	Mario Pascucci	Trustee
	Stefano Pascucci	Trustee
	Thomas Thomas	Trustee
	Shawn Xaviour	Trustee
	Jia Sharma	Student Trustee
	Raheem White	Student Trustee
Regrets:	Brea Corbet	Trustee
	Anisha Thomas	Trustee
	Bailey Clyne	Indigenous Student Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education, Secretary to the Board
	Daniel Del Bianco	Associate Director, Corporate Services
	Max Vecchiarino	Associate Director, Instructional Services
	Julie Cherepacha	Executive Superintendent, Finance, Chief Financial Officer and Treasurer
	Peter Cusumano	Superintendent, Family of Schools
	Theresa Davis	General Manager, Human Resources
	Brian Diogo	Superintendent, Family of Schools
	Scott Keys	Superintendent, Financial Services
	Richard Moriah	Acting Superintendent, Planning and Operations
	Laura Odo	Superintendent, Policy, Strategy, Research, Safe Schools
	Drago Radic	Superintendent, Family of Schools
	Stephanie Strong	Superintendent, Human Resources and Employee Relations
	Viviana Varano	Superintendent, Family of Schools
	Kevin Wendling	Assistant Superintendent: Math Lead
	Bruce Campbell	General Manager, Communications and Community Relations
	Carrie Salemi	General Manager, Finance
Recorder:	Cindy Child	Board and Committee Information Officer

A. Routine Matters

1. Call to Order and Attendance

Chair Darryl D'Souza called the meeting to order at 7:00 p.m.

2. Opening Prayer

Chair Darryl D'Souza led the Opening Prayer.

3. Land Acknowledgment - Trustee Luz del Rosario

Trustee Mario Pascucci entered the meeting at 7:03 p.m.

4. Approval of Agenda

Moved by Bruno Iannicca

THAT THE AGENDA BE APPROVED.

CARRIED

- a. Calendar Items – Nil

5. Declaration of Interest - Nil

6. Approval of the Minutes of the Administration and Finance Committee Meeting, February 4, 2025

Moved by Stefano Pascucci

THAT THE MINUTES OF THE ADMINISTRATION AND FINANCE COMMITTEE MEETING, FEBRUARY 4, 2025, BE APPROVED.

CARRIED

- a. Business Arising from the Minutes - Attached.

B. Awards and Presentations

1. Teresa Burgess-Ogilvie - Safe City Mississauga Crime Prevention 2024 Annual Impact Report

1. Trustee Luz del Rosario: How many schools participated last year?

Presenter Teresa Burgess-Ogilvie: We had a handful last year and are in several secondary schools this year. We are on the Dufferin-Peel Catholic District School Board (DPCDSB) approved presenter list.

2. Trustee Luz del Rosario: You mentioned the civic workbook for elementary students, do you visit elementary schools?

Presenter Teresa Burgess-Ogilvie: The workbook *Civics for Kids!* is for elementary age students and we would like to work with administration to get this workbook into schools.

3. Trustee Luz del Rosario: Is the online Math and English in replace of the Aspire Program?

Presenter Teresa Burgess-Ogilvie: That is correct. These are downloadable English and Math worksheets available through the SafeCity App.

4. Trustee Bruno Iannicca: If the board reviewed the workbook, how many could you supply for our use?

Presenter Teresa Burgess-Ogilvie: We would be pleased to supply teachers with the amount needed or supply the pdf so that teachers could print copies as needed. We can assist and accompany the books to classrooms. Through our printer the books cost \$1.60

each. We have had civic groups customize the cover for their use, i.e., Rotary Club, Royal Canadian Legion. They encourage teaching students early about their role in civic engagement.

5. Trustee Bruno Iannicca: It would be appreciated if you could send the Director of Education a few copies so that we can have staff review for elementary use. What is your hope for this year regarding secondary education?

Presenter Teresa Burgess-Ogilvie: The School Watch Program costs \$81,000 to run per year, we have some partnerships and grants but are seeking sustainable funding.

Trustee Paula Dametto-Giovannozzi left the meeting from 7:26 to 7:29 p.m.

C. Delegations

1. Shanya Samuels - Busing at Holy Name of Mary Catholic Secondary School (CSS)
 1. Trustee Mario Pascucci: To add context to why buses are provided to St. Sofia Byzantine Catholic Elementary School (CES). The decision was made through a recommendation by the Ministry of Education when the board was under supervision. It was determined that St. Sofia Byzantine CES is not a school of choice, rather a faith based school. When Holy Name of Mary CES was established, it was deemed a school of choice.

Trustee Paula Dametto-Giovannozzi left the meeting from 7:36 to 7:42 p.m.

Trustees Questions to Staff:

1. Trustee Bruno Iannicca: Do we have an estimate of how much the busing would cost for Holy Name of Mary CES?

Associate Director Del Bianco: In preparation for tonight STOPR provided an estimate of \$800,000 to \$1M.

2. Trustee Bruno Iannicca: What is the estimated board shortfall for transportation this year?

Executive Superintendent Cherepacha: Our estimated shortfall is \$5.9M.

3. Trustee Stefano Pascucci: Peel District School board is providing busing for programs of choice, how are they funding this?

Associate Director Del Bianco: With STOPR we are advocating to the Ministry for more transportation funding.

4. Superintendent Stefano Pascucci: Is it possible for a bus to service two schools if the loads are not full and they are close in proximity?

Associate Director Del Bianco: That option is not available through the STOPR system.

D. Reports from Trustees for Receipt

1. Regular Reports
 - a. Ontario Catholic School Trustees' Association Report (OCSTA)

Trustee Luz del Rosario: Any trustees that are not attending the OCSTA Annual General Meeting and Conference, please provide me with any concerns that you would like to bring to the table.

b. Good News – Nil

E. Reports from Committees/Administration for Receipt

1. Minutes of the STOPR Governance Committee Meeting, January 30, 2025
2. Extended Excursions - DECA International Career Development Conference - Spring 2025
Superintendent Cusumano summarized the report.

3. Cost Analysis for Additional Secondary School Student Monitors

Superintendent Odo summarized the report.

1. Trustee Bruno Iannicca: The report provided has allocating one male and one female to all secondary schools regardless of school size. The report summarizes the costs, and we can see that the cost is prohibitive, however, it does not say what can be done. From a discipline perspective can we do something? Could schools hold assemblies to say that we will not tolerate inappropriate behaviour and vandalism in the washrooms?

Director Mazzorato: As requested by the Board of Trustee staff prepared a cost analysis of what it would cost to supervise the washrooms. We continue to monitor the situation and use available resources. Last week, *Community Information Bulletin - Secondary School Washrooms* was sent via SchoolMessenger to all families and employees of the board. The bulletin advised that inappropriate behaviour and vandalism would not be tolerated and there would be consequences. We will speak to administrators to see if that has made a difference.

2. Trustee Mario Pascucci: There should be zero tolerance and consequences. Can staff provide an update on work orders that have not been completed and the costs associated?

Associate Director Del Bianco: The Operations team is conducting a survey regarding work to be done.

3. Trustee Stefano Pascucci: Perhaps we can have our MPPs visit school washrooms to see what students are experiencing. Can staff provide the status of vape monitors which were funded by the Ministry?

Associate Director Del Bianco: There have been delays in receiving the units as they are centrally purchased through the government for all school boards. We will provide an update in Issues & Events.

Acting Superintendent Moriah: By the end of June, five units will be installed in secondary washrooms. The provincial program will provide funding for three years. We are working with secondary administrators regarding installations and next steps, i.e., what happens in the event that the monitor goes off.

4. Trustee Bruno Iannicca: Would a smoke detector work in the washrooms?

Associate Director Del Bianco: The molecular structure emitted is different for smoking and vaping and would not detect vaping.

4. Interim Financial Report - As at February 28, 2025

Superintendent Keys summarized the report.

5. Procurement Summary Report

Superintendent Keys summarized the report.

1. Trustee Stefano Pascucci: Can staff clarify, the Project Name *Air Filter Media – Removal, Installation*, costs \$1.3M, is that for all schools?

Executive Superintendent Cherepacha: That is the cost for the entire school board; schools and facilities.

F. Reports from Committees/Administration requiring Action – Nil

G. Additional Business - Nil

1. Notices of Motion

H. Questions Asked by Trustees

1. Trustee Mario Pascucci: What happens if there are not enough students interested in an overseas excursion?

Associate Director Vecchiarino: When we are not able to fill a trip from one school we may combine two schools. We do not combine our schools with another board for safety reasons and school boards may have different policies.

2. Trustee Luz del Rosario: We are concerned about the health of our students who are vaping. Peel Health offers in-services on the harmful side effects. Could we consider holding a presentation for parents/guardians and students?

Director Mazzorato: We can survey the schools to determine if they intend to host a presentation and see if any presentations have taken place regarding the dangers of vaping.

3. Trustee Bruno Iannicca: Can staff check if the Central Committee for Catholic School Councils (CCCSC) would host a presentation?

Director Mazzorato: We can take back these suggestions and report in Issues & Events.

I. Declared Interest Item - Nil

J. In Camera Session

Moved by Bruno Iannicca

THAT THE ADMINISTRATION AND FINANCE COMMITTEE MEETING BE ADJOURNED AND THE TRUSTEES IMMEDIATELY CONVENE AN IN CAMERA MEETING.

CARRIED

K. Report from In Camera

Approval of In Camera Administration and Finance Committee Minutes of February 4, 2025, dealt with a property manner, and received a report from Peel Public Health regarding the negative impact in change of process to dental screening. Moving forward DPCDSB will resume the **Opt Out** option for dental screening.

Moved by Bruno Iannicca

THAT THE ADMINISTRATION AND FINANCE COMMITTEE RECEIVE THE CONFIDENTIAL IN CAMERA REPORT.

CARRIED

L. Future Meetings

June 10, 2025

M. Adjournment

Moved by Thomas Thomas

THAT THE MEETING BE ADJOURNED AT 9:19 P.M.

CARRIED

E 3	Cost Analysis for Additional Secondary School Student Monitors	
Q 2	Trustee Mario Pascucci: Can staff provide an update on work orders that have not been completed and the costs associated?	Please refer to Confidential response Issues & Events May 9, 2025.
Q 3	Trustee Stefano Pascucci: Can staff provide the status of vape monitors which were funded by the Ministry?	Please refer to the Confidential response in Issues & Events April 11, 2025.
H	Questions asked by Trustees	
Q 3	Trustee Luz del Rosario: We are concerned about the health of our students who are vaping. Peel Health offers in-services on the harmful side effects. Could we consider holding a presentation for parents/guardians and students?	<p>Please see Appendix 1 as provided in the Issues & Events on April 11, 2025.</p> <p>As well, the Issues & Events of April 17 provided this information:</p> <p>The Peel Health Unit has offered information and support to the DPCDSB community around vaping. Specifically, school administrators can reach out to Jocelyn Cann at the Peel Health Unit to coordinate information sessions that are intended for students and parents. The format for the session can be virtual, in person or interactive; it can be for a large group (assembly), in a classroom or at a Catholic School Council meeting. The information provided in these sessions is grade appropriate and can include:</p> <ul style="list-style-type: none"> · Information about vaping · Effects of vaping · Risks involved with vaping · How to avoid, i.e. refusal skills · Peer Pressure and how to overcome · <p>Senior staff is also planning to have a session on Vaping that will be shared with the Central Committee for Catholic School Councils in the fall of 2025. More details will be shared as they are confirmed.</p>

Q 4	Trustee Bruno Iannicca: Can staff check if the Central Committee for Catholic School Councils (CCCSC) would host a presentation?	Please see Appendix 1 as provided in the Issues & Events on April 11, 2025.
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Parent Engagement / Vaping Presentation

A vaping presentation will be organized for parents early into the 2025/2026 school year. Peel Public Health has been contacted to help facilitate the presentation for parents. Many schools have delivered vaping presentations to students already. There are several parent engagement events scheduled for April, May, and June, therefore finding a suitable time before the end of the school year will be difficult, but a date in the Fall will be secured. Below is a list of scheduled Parent Engagement Event this year.

Children's Aid Society Virtual Presentation About Peel CAS & Duty to Report

Thursday November 21, 2025

Keeping children safe is a community responsibility. We all play a role in preventing child abuse and neglect. This presentation will help you better understand the services and resources available at Peel CAS, Duty to Report, and understanding signs of abuse.

BRAVE Education on the topic of Understanding Bullying

Thursday, March 27, 2025

The presentation will be from 6:30 pm to 7:45 pm - Cardinal Leger CSS

Guest speaker, Karl Subban Parent/Caregiver Engagement Event

Tuesday, April 15, 2025 – IONA CSS

Mr. Subban is a published author, certified professional coach, and public speaker. He is a hockey Dad to NHL players PK, Malcolm, and Jordan Subban. He is also a retired school principal. He discusses ways that parents can learn to support our children in reaching their full potential. Presentation from 6:30 pm to 8:00 pm - Iona CSS

School Mental Health Ontario Webinar: Supporting Your Child's Well-Being

April 22, May 7, May 14, and May 22, 2025

School Mental Health Ontario is offering a free webinar series designed to help parents and caregivers navigate important topics related to substance use and addictive behaviors. Each 45- 60-minute session will include a brief presentation followed by expert responses to pre-submitted questions from parents and caregivers.

PEEL REGIONAL POLICE - Building Safe School Communities

Wednesday, April 30, 2025 - St. Aloysius Gonzaga CSS

Thursday, May 29, 2025 - St. Marguerite D'Youville CSS

Parents and guardians are invited to join us for an insightful evening where student safety advocates will address critical issues impacting youth today. Learn how families, school staff and police can work together to create safer and supportive environments for students at school, online, and within their communities.

STEAM Night

(Science, Technology, Engineering, Arts, Math)

Tuesday May 6, 2025 - 6:00pm to 8:30pm - St. Marguerite D'Youville CSS

Guest Speaker, FAMILY (student & parent/caregiver) workshop with Chris Bray.

Thursday, May 15, 2025 – 6:30pm to 7:45pm - St. Paul CSS

He is a Catholic Speaker, published Author and Musician. Chris offers a high energy, interactive & engaging retreats to inspire the Catholic faith through music and speaking.

Systems Navigation Night

Supporting Families with High School Pathways

Wednesday May 21, 2025 - 6:00 pm to 8:00 pm – St. Augustine CSS

Associated Youth Services Peel

3-part Virtual Parent Workshop

Series to promote positive behaviour and prevent problematic behaviour in youth aged twelve and up.

**May 13, May 22, and May 28, 2025
from 6:00 pm to 8:00 pm**

1. Parenting in the Digital Age: Balancing Screens and Social Media
2. Building Positive Coping Strategies and Helping to Manage Stress in Youth
3. Fostering Positive Parenting and Communication with Youth



RECOMMENDATION TO THE BOARD

REPORT NUMBER F 2

**RECEIPT OF THE MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING,
APRIL 23, 2025**

MINUTES

Special Education Advisory Committee Meeting

**Wednesday, April 23, 2025, 7:00 p.m.
Boardroom, Catholic Education Centre**

Attendees:	Bruno Iannicca	Trustee - Chair
	Paula Dametto-Giovannozzi	Alternate Trustee
	Dely Farrace	Brampton Caledon Community Living – Vice-Chair - Representative
	Caroline Huxtable	Epilepsy South Central Ontario - Representative
	Christine Koczmar	Community Living Mississauga - Representative
	Eva Akinsara	Down Syndrome Association of Peel - Representative
	Janice Hatton	Autism Ontario, Peel Chapter - Representative
	Myra Del Rosario	ABC Association for Bright Children - Representative
	Sheena Tennessee	Member at Large, Central Committee for Catholic School Councils
Regrets:	Luz del Rosario	Alternate Chair
	Thomas Thomas	Alternate Trustee
	Airene Cunanan	Autism Ontario, Peel Chapter - Alternative
	Lisa Papaloni	Learning Disabilities Association of Peel Region - Representative
	Pam Boniferro	Dufferin-Peel Educational Resource Workers' Association - Alternative
	Shanna Walsh	Down Syndrome Association of Peel: Caring Network - Alternative
Staff:	Alexandra Lawrence	Coordinator, Special Education and Learning Services
	Brian Diogo	Superintendent Representative
	Cristine Pergotski	Association of Professional Student Services Personnel
	Eliane Moniz-Baptista	Coordinator, Special Education and Learning Services
	Gina Renda	Secondary Principal/Vice-Principal Representative
	Katherine Cordi	Consultant, Special Education
	Kristie Boily	Consultant, Special Education and Learning Services
	Laura Pincente	Coordinator, Secondary Transitions and Diverse Learners
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Ruba Jeorgy	Dufferin-Peel Educational Resource Workers Association - Representative
	Sandra Roiati	OECTA Secondary - Representative
	Sharon Chambers	Principal/Vice-Principal Association, Elementary
	Teresa Abbruscato	Consultant, Special Education
	Christa Wigglesworth	Senior Child and Youth Care Practitioner
	Julie Cherepacha	Executive Superintendent of Finance, CEO and Treasurer
	Scott Keys	Superintendent, Finance
	Carrie Salemi	General Manager, Finance
	Domenic Santucci	Supervisor, Grants and Revenues
	Guy Arangio	Manager, Budget
Recorder:	Katherine Magee	Executive Assistant, Special Education and Learning Services

A. Routine Matters

1. Call to Order and Attendance

Chair of SEAC, Bruno Iannicca, called the meeting to order at 7:00 p.m.

2. Opening Prayer - C. Koczmar
3. Land Acknowledgment - T. Abbruscato
4. Approval of Agenda

Moved by Myra Del Rosario

THAT THE AGENDA BE APPROVED.

CARRIED

5. Approval of the Minutes of the Special Education Advisory Committee Meeting, March 19, 2025

Moved by Caroline Huxtable

THAT THE MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING, MARCH 19, 2025, BE APPROVED.

CARRIED

6. Previous Business - Nil

B. Presentations and Staff Reports

1. Financial Services Presentation: J. Cherepacha; S. Keys, C. Salemi, G. Arangio, D. Santucci

Trustee Bruno Iannicca welcomed the finance team to present. J. Cherepacha, Executive Superintendent of Finance, CEO and Treasurer began the presentation discussing the Budget Development Schedule and Core Education Funding Components. Following, C. Salemi, General Manager, Finance, highlighted the Special Education Funds. S. Keys, Superintendent of Finance, detailed the Five-Year Financials, including enrolment and the deficit caused by LTD. C. Salemi continued with the Special Education Envelope detailed reports. G. Arangio discussed the grants and expenditures for Special Education. Lastly, J. Cherepacha mentioned the challenges for 2025/26.

Following the presentation, future plans for LTD were discussed, as well as the overspending in Special Education in most boards, SEA technology costs and staffing costs.

2. Child and Youth Care Practitioners: C. Wigglesworth

Superintendent Papaloni welcomed C. Wigglesworth, Senior CYCP. C. Wigglesworth explained the role of the Child and Youth Care Practitioners (CYCP), including individual, group and classroom programs to help students thrive. They support students with Autism, learning disabilities, behavioural issues, developmental disabilities and other exceptionalities, as well as students without identified needs. They provide transition support through all phases of their education. Access to external services is supported. Over 6,000 students receive support through CYCP every year.

Following the presentation, the committee members were told that there are 117 CYCP in our board. There are no wait lists for this service. The CYCPs are assigned to each Family of Schools and assist where needed.

3. Updates on Parent Reaching Out Grant (PRO Grant) Community Supports Event and Employment Supports Fair: T. Abbruscato

Superintendent Papaloni introduced T. Abbruscato, Consultant, Special Education, to present the PROGrants. T. Abbruscato updated the committee on the last Parent Reaching Out Grant, Community Supports, which was on March 26. The event was successful in providing families with information on community supports, including summary handouts.

She discussed the upcoming PRO Grant that the Special Education department will be hosting, the Employment Supports Resource Fair on May 28. This event supports students with an IEP. There will be community agencies present to answer questions and share information.

C. Budget - Nil

D. Reports from Trustees for Receipt

Trustee Bruno Iannicca shared information from Trustee Luz del Rosario. He mentioned the April 28 election, indicating that many Dufferin-Peel schools will be utilized to run the elections. He discussed the CCCC School Climate Survey which was released to students, families and staff to comply with Ministry of Education requirements. The Peel Regional Police will be giving presentations on current issues on April 30 and May 29. Peel Public Health will be hosting a presentation on vaping challenges. School Mental Health Ontario (SMHO) is offering a free webinar to help parents/caregivers with substance use addiction. Trustee Bruno Iannicca asked the organizations how we can get more of this information to parents/guardians. He asked the committee members for their help and, if they had suggestions, to email Katherine Magee. Lastly, Trustee Bruno Iannicca provided an update on the LTD issue, with future plans for a resolution.

Following these reports, it was discussed that the committee forward presentations to their organizations. Suggestions were given to send out flyers much earlier to allow parents/guardians to make arrangements to attend, and to record sessions to allow parents/guardians to view the material at their convenience.

E. Information/Reports from Community Associations

C. Koczmaro discussed the Community Living report Crisis in the Classroom. She asked for this issue to be discussed at the next SEAC meeting.

F. Information and Correspondence - Nil

G. Communication - Nil

H. Questions Asked by Committee Members

A question was asked about the protocol for families that are asked to pick up a child due to behaviour. Also, the procedure regarding requesting accessibility in schools.

I. Future Meetings

May 21, 2025

June 11, 2025

J. Adjournment

Moved by Myra Del Rosario

THAT THE MEETING BE ADJOURNED AT 8:32 P.M.

CARRIED



RECOMMENDATION TO THE BOARD

REPORT NUMBER F 3

**RECEIPT OF THE MINUTES OF THE
BOARD BY-LAW/POLICY REVIEW COMMITTEE MEETING,
APRIL 22, 2025**

MINUTES

Board By-Law/Policies Review Committee Meeting

Tuesday, April 22, 2025, 7:00 p.m.

Boardroom, Catholic Education Centre

Trustees:	Stefano Pascucci	Chair
	Anisha Thomas	Vice-Chair
	Brea Corbet	Trustee
	Paula Dametto-Giovannozzi	Trustee
	Luz del Rosario	Trustee
	Darryl D'Souza	Trustee
	Bruno Iannicca	Trustee
	Mario Pascucci	Trustee
	Thomas Thomas	Trustee
	Herman Vilorio	Trustee
	Bailey Clyne	Indigenous Student Trustee
	Jia Sharma	Student Trustee
	Raheem White	Student Trustee
Regrets:	Shawn Xaviour	Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education
	Daniel Del Bianco	Associate Director of Corporate Services
	Max Vecchiarino	Associate Director, Instructional Services
	Julie Cherepacha	Executive Superintendent of Finance, Chief Financial Officer and Treasurer
	Peter Cusumano	Superintendent, Family of Schools
	Scott Keys	Superintendent, Financial Services
	Ivana MacIsaac	Chief Information Officer
	Laura Odo	Superintendent, Policy, Strategy, Research, Safe Schools
	Drago Radic	Superintendent, Family of Schools
	Viviana Varano	Superintendent, Family of Schools
	Margaret Beck	Counsel
Recorder:	Cindy Child	Board and Committee Information Officer

A. Routine Matters

1. Call to Order and Attendance

Chair Stefano Pascucci called the meeting to order at 7:00 p.m.

2. Opening Prayer

Trustee Paula Dametto-Giovannozzi led a prayer for the repose of His Holiness Pope Francis.

Trustee Luz del Rosario led the Opening Prayer.

3. Land Acknowledgment - Trustee Darryl D'Souza
4. Approval of Agenda

Moved by Bruno Iannicca

THAT THE AGENDA BE APPROVED.

CARRIED

5. Declaration of Interest - Nil
6. Approval of Board By-Law/Policies Review Committee Minutes, January 21, 2025

Moved by Luz del Rosario

THAT THE MINUTES OF THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE MEETING, JANUARY 21, 2025, BE APPROVED.

CARRIED

- a. Business Arising from the Minutes - Nil

B. Awards and Presentations - Nil

C. Delegations - Nil

D. Updates/Information/Reports from Trustees for Receipt

1. Regular Reports

- a. Ontario Catholic School Trustees' Association (OCSTA)

Trustee Luz del Rosario: Reminder to all trustees that the OCSTA Annual General Meeting (AGM) is on May 1, 2 and 3. On Friday, May 2 from 2:00 to 4:00 p.m. the Regional Meeting will be held to discuss local concerns. If you are unable to attend, please forward your concerns to her to bring forward.

2. Good News – Nil

E. Updates/Information/Reports from Committees for Receipt - Nil

F. Updates/Information/Reports from Administration for Receipt - Nil

G. Trustee/Committee/Administration Reports Requiring Action

1. P-0000 Procedural By-Law

Counsel Beck presented the report.

Moved by Darryl D'Souza

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE PROCEDURAL BY-LAW BE APPROVED AND ENACTED AS AMENDED.

CARRIED

2. Revised Policy P-8006 Access to DPCDSB Properties

Counsel Beck presented the report.

Trustee Mario Pascucci joined the meeting at 7:08 p.m.

Associate Director Vecchiarino advised that there were no changes to the policy but revisions to the General Administrative Procedures (GAP).

1. Trustee Bruno Iannicca: Regarding Item G of GAP8012. To clarify, if I want to drop off items to a school that is not in my ward, I am to advise the principal in advance, and they are to advise the appropriate trustee(s) and Family of Schools (FOS) superintendent.

Counsel Beck: That is correct. After the advance notice, the principal will notify the trustee(s) and FOS superintendent. Item G speaks to pre-approved visits by (i) municipal, provincial and or federal officials, (ii) member or representative from the Archdiocese, and/or (iii) any trustee in whose ward the school is not located.

Student Trustee Raheem White left the meeting at 7:12 pm to 7:15 pm.

2. Trustee Mario Pascucci: If I am passing a school not in my ward and they are having an event, this would prevent me from stopping by. I feel this will hold us back from relationship building. What does the *Education Act* say about trustees visiting schools?

Director Mazzorato: The *Education Act* does not have a specific protocol governing school visits by trustees. Principals have the primary authority to determine access for visitors including trustees. It is a courtesy, and is not intended to prohibit visits, it ensures awareness if there is interaction with staff and students.

3. Trustee Mario Pascucci: How do we manage visits from trustees to regional schools?

Director Mazzorato: All trustees are welcome to visit schools, it is a courtesy to let the principal know you are visiting. The other trustees will not be advised of your visit.

4. Trustee Darryl D'Souza: Commented that trustee should inform the trustee of the ward, rather than getting the principal involved.
5. Trustee Paula Dametto-Giovannozzi: Recently, I dropped off 1200 religious medals and rosaries to a school. I was doing this in my capacity as the Regional Director of the Rosary Apostolate. Is that allowed?

Director Mazzorato: Under the *Education Act* the principal has the responsibility of the school and must be aware of intended or expected visitors. While we appreciate the suggestion of trustees advising each other of visits, the correct process is to advise principals of any upcoming visits.

6. Trustee Brea Corbet: I agree we do need perimeters.

Trustee Stefano Pascucci passed the chair to Trustee Anisha Thomas.

7. Trustee Stefano Pascucci: It has occurred that while I attended my children's school as a parent, not in my ward, that I am recognized as a trustee in an assembly.

8. Trustee Luz del Rosario: Teachers should be advised of this policy as they sometimes invite visitors outlined in the policy.

Counsel Beck: Principals should always be aware of expected and invited visitors.

9. Trustee Mario Pascucci: If an MPP is invited to a school event, they should not be allowed to send a delegate.

10. Trustee Anisha Thomas: Can staff bring this policy back for revisions based on the discussions?

Associate Director Vecchiarino: We will.

Trustee Stefano Pascucci resumed the chair.

3. Policy P-0013 Research Studies Conducted in Dufferin-Peel Catholic District School Board (DPCDSB)

Superintendent Odo presented the report.

Moved by Bruno Iannicca

THAT THE BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT, REVISED POLICY P-0013: RESEARCH STUDIES IN DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD (DPCDSB), BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

4. Policy P-2000 Admissions

Superintendent Odo presented the report.

Moved by Thomas Thomas

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-2000 ADMISSIONS BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

5. Revised Policy P-4006 Student Safe Arrival and Early Dismissal

Superintendent Odo presented the report.

1. Trustee Luz del Rosario: A principal called a parent to say that their child was absent from school when in fact the child was at school. The parent did not appreciate the manner of the principal.

Associate Director Vecchiarino: We can discuss the particulars following the meeting if you wish. Principals are mentored on this kind of very sensitive situation that needs to be overseen compassionately and carefully. We will send a reminder through our Family of Schools superintendents to address these kinds of scenarios.

2. Trustee Brea Corbet: I am very concerned about the timing of the attendance verification program for secondary students. The system calls out hours after first period

and subsequent periods. A student could be missing after first period, and the parents/guardians will not get notice until the end of the day.

Chief Information Officer MacIsaac: We can take a look at SchoolMessenger regarding timing of the callout and provide an update in Issues & Events.

Moved by Anisha Thomas

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT P-4008 SCHOOL CLOSURE/EARLY DISMISSAL BE RESCINDED.

CARRIED

Moved by Luz del Rosario

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-4006 STUDENT SAFE ARRIVAL AND EARLY DISMISSAL BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

6. Policy P-5004 Acceptable Network Use and Security

Chief Information Officer MacIsaac presented the report.

Moved by Bruno Iannicca

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-5004 ACCEPTABLE NETWORK USE AND SECURITY BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

7. Policy P-5006 Anti-Spam

Chief Information Officer MacIsaac presented the report.

Moved by Luz del Rosario

THAT BOARD THE BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-5006 ELECTRONIC COMMUNICATION, ANTI-SPAM POLICY BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

8. Policy P-6003 Community Planning Partnerships

Associate Director Del Bianco presented the report.

Moved by Bruno Iannicca

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-6003 COMMUNITY PLANNING AND PARTNERSHIPS BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

9. Policy P-7001 Signing Authority

Executive Superintendent Cherepacha presented the report.

1. Trustee Luz del Rosario: To clarify, agreements and contracts must have only two signatures?

Executive Superintendent Cherepacha: Correct.

Moved by Darryl D'Souza

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT POLICY P-7001 FINANCIAL ACTIVITIES BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

H. Additional Business - Nil

1. Notices of Motion

I. Questions Asked by Trustees

1. Trustee Darryl D'Souza: At St. Edmund Campion CSS, the boulevard sign has Catholic Secondary School and on the wall of the school it reads Secondary School without the word Catholic.

Associate Director Del Bianco: Recently we have made it clear that all new signage would be **Catholic** Elementary School or **Catholic** Secondary School. Moving forward as any signs are changed or repaired, we will ensure they include **Catholic**.

2. Trustee Mario Pascucci: Noted that a black sash needs to be placed on His Holiness Pope Francis's photo in the boardroom.
3. Trustee Bruno Iannicca: Can staff provide an updated list of schools that have received electronic signs in 2024-2025 and those that will receive boulevard signs in 2025-2026?

Associate Director Del Bianco: We will provide in in Issues & Events?

J. Declared Interest Items – Nil

K. In Camera Session - Nil

L. Report from In Camera – Nil

M. Future Meetings - June 3, 2025

N. Adjournment

Moved by Bruno Iannicca

THAT THE MEETING BE ADJOURNED AT 8:18 P.M.

CARRIED



G 5 Revised Policy P-4006 Student Safe Arrival and Early Dismissal

Q 2 Trustee Brea Corbet:
I am very concerned about the timing of the attendance verification program for secondary students. The system calls out hours after first period and subsequent periods. A student could be missing after first period, and the parents/guardians will not get notice until the end of the day.

Report will be provided in the Issues & Events on June 6, 2025.

I. Questions Asked by Trustees

Q 2 Trustee Mario Pascucci:
Noted that a black sash needs to be placed on His Holiness Pope Francis's photo in the boardroom.

Michelle Vritsios has taken care of this.

Q 3 Trustee Bruno Iannicca:
Can staff provide an updated list of schools that have received electronic signs in 2024-2025 and those that will receive boulevard signs in 2025-2026?

Please see **Appendix 1** which was provided in the Issues & Events of May 2

Boulevard Signs through the Plant Department

Boulevard Signs School	Ward	Will be done in 2024-2025	Expected in 2025-2026
Bishop Francis Allen CES	3 & 4	X	
Canadian Martyrs CES	4	X	
Christ the King CES	8	X	
Divine Mercy CES	9 & 11	X	
Father Francis McSpiritt CES	8 & 10	X	
Guardian Angels CES	5 & 6	X	
Mary Fix CES	7	X	
San Lorenzo Ruiz CES	5	X	
St. Alfred CES	3	X	
St. Barbara CES	11	X	
St. Basil CES	3	X	
St. Joachim CES	1	X	
St. John the Baptist CES	Caledon/Dufferin	X	
St. Philip CES	7	X	
St. Stephen CES	2	X	
Georges Vanier CES	8		X
Holy Family CES	Caledon/Dufferin		X
Lester B. Pearson CES	7		X
Metropolitan Andrei CES	4 & 7		X
Our Lady of Fatima CES	1		X
Our Lady of Good Voyage CES	6		X
Our Lady of Peace CES	4, 5 & 6		X
Sacred Heart CES	2		X
St. Albert of Jerusalem CES	10		X
St. Brigid CES	4		X
St. Charles Garnier CES	4		X
St. David of Wales CES	6		X
St. Edmund CES	1		X
St. Helen CES	2		X
St. Jerome CES	7		X
St. John Bosco CES	8 & 10		X
St. John of the Cross CES	9		X
St. John XXIII CES	6		X
St. Jude CES	5		X
St. Louis CES	2		X
St. Lucy CES	6		X
St. Mark CES	8		X
St. Richard CES	9		X



RECOMMENDATION TO THE BOARD

REPORT NUMBER F 4

**RECEIPT OF THE MINUTES OF THE
PEEL SAFE AND ACTIVE ROUTES TO SCHOOL COMMITTEE MEETING,
JUNE 3, 2025**

**Peel Safe and Active Routes to School (PSARTS)
Committee is:**



Peel Safe and Active Routes to School Committee (PSARTS) Meeting

June 3, 2025, 10:00am-12:00pm

In person/hybrid at Region of Peel Municipal Office, Room 2-421 – 7120 Hurontario St, Mississauga

MINUTES

Chair: Jaclyn Newman, Peel Region

Minutes: Maya Van de Mosselaer (City of Mississauga) Active Transportation – Co-Op Student)

In Attendance:

Region of Peel	Peel Public Health: Jaclyn Newman (School Health Nurse), Diane Stewart (School Health Nurse), Taran Narwal (School Health Promoter), Lee-Ann Kosziwka (School Health Promoter), Annique Marko (Active Living Health Promoter), Barbara Patten (School Health Manager) Public Works: Sage Handler, Sanna Hawash (Co-Op Student)
Municipalities:	City of Brampton: Tyron Nimalakumar (Transportation Planning) City of Mississauga: Matthew Sweet (Active Transportation), Sarah Pittiman (Active Transportation), Maya Van de Mosselaer (Active Transportation – Co-Op Student)) Sheelagh Duffin (Crossing Guards Supervisor and Mississauga School Traffic Safety Action Committee)
School Boards:	PDSB: Susan Benjamin (Trustee) DPCDSB: Krystina Koops (Planning), Thomas Thomas (Trustee), Irene Mota (Student Success Coordinator) STOPR: Rebecca Rozario (Transportation safety officer)
Organizations:	TRCA: Amy Thurston (Project Manager), Vanessa D’Andrea (Coordinator, Community Outreach & Education)

Item No.	Notes	Action Items
1	<p>1.1 Introductions and Land Acknowledgment</p> <p>1.2 Update on Membership Changes</p> <ul style="list-style-type: none"> • Sage Handler appointed new Chair, replacing Jaclyn Newman while on maternity leave • Welcome Diane Stewart, Peel Public Health, to PSARTS • Julia accepted another role in TRCA and has stepped down from PSARTS, Vanessa D’Andrea hired at TRCA and replacing Julia’s role on PSARTS <p>1.3 Working Group Update</p> <p>Communications Subcommittee:</p> <ul style="list-style-type: none"> • Adding new resources, Bike Month began June, schools choose which week to run Bike to School Week. • School bike rack program still accepting applications <p>Policy & Environment Subcommittee:</p> <ul style="list-style-type: none"> • Creating poll for action items effort versus impact, invitation for committee members to respond • Working with schools to implement programs (eg. HOP, provide social media tools and stickers for teachers to provide to students) <p>1.4 Actions Arising from Previous Meeting</p> <ul style="list-style-type: none"> • Helmet donations to schools: Susan Benjamin still waiting on helmets for schools requested at last meeting • PSARTS Caledon Rep: Still searching for new member 	<p>1.1 – No Actions</p> <p>1.2 – No Actions</p> <p>1.3 – The communications subcommittee is accepting applications for the school bike rack program, please reach out to Sage Handler with any suggestions for potential locations</p> <p>1.3b – The P&E subcommittee is conducting a poll comparing impact and effort of action items. Please reach out to Tyron Nimalakumar or Laura Zeglen if you are interested in completing the poll and require access</p> <p>1.4a – Susan Benjamin to follow up with school requesting helmets</p> <p>1.4b – Attendees requested to help find PSARTS member to represent Caledon, Susan Benjamin to contact Caledon trustee to find potential member(s)</p>
2	<p>2.1 Downtown Mississauga Wayfinding Project Update (Annique Marko): Walking audit conducted May 15th, 14 members (City of Mississauga and community), 50 online respondents, Burnhamthorpe Rd W to Kariya Park</p> <ul style="list-style-type: none"> • Observed mobility, signage, speed limits/speeding, will be making recommendations for changing signage and adding street furniture • City of Mississauga Culture team leading wayfinding updates with approved funding 	
3	<p>3.1 Open Discussion led by Susan Benjamin</p> <p>3.1.1 Bike Repair Shops in Peel Region</p> <ul style="list-style-type: none"> • This was sent via email from Jennifer Andrade <p>3.1.2 Bike Helmet Donations</p> <ul style="list-style-type: none"> • Ongoing, no updates (see note 1.4, action item 1.4a) 	<p>3.1.6 - Tyrone to reach out to Brampton contacts to determine rates of vandalism to traffic signal mounted cameras versus box cameras</p> <ul style="list-style-type: none"> • Response during meeting: 1 occurrence

	<p>3.1.3 E-Scooter Theft</p> <ul style="list-style-type: none"> • How do we provide safety for in school parking lots, prevent thefts around schools, community centres, etc? • Peel board looking at protocols to prohibit e-scooters on school property to prevent theft from schools <p>3.1.4 Helmet Safety/Education</p> <ul style="list-style-type: none"> • Children using bikes without helmets, unsafe cycling practices around elderly residents and dogs specifically may lead to unpredictable conditions, higher risk of collisions/falls <p>3.1.5 Challenges with Kiss and Ride</p> <ul style="list-style-type: none"> • Parents park their cars in Kiss and Ride lane to walk students inside despite school staff available to walk students • Pylons placed to close Kiss and Ride lane often not respected by parents, drive over cones into closed lane • Susan Benjamin discussed cases of principals being harassed by parents, one case of a physical assault by a parent to the principal • Safe/respectful use of Kiss and Ride (and other safety concerns) could be communicated through presentations for parents in assemblies, social media campaigns, pamphlets (Trustee Susan Benjamin mentioned Parent attendance low at assemblies/public meetings, maybe consider similar method at parent-teacher meetings) • Suggestion to implement a contract for the right to use Kiss and Ride lane, parents/guardians must agree to follow behaviours/rules otherwise will lose right to use (challenges with policing a system like this, would increase burden on school staff and involve teacher's union, Trustees Susan Benjamin and Thomas Thomas stated would be too complicated) • Suggestion to engage parents when registering for kindergarten, set out expectations as part of public health messaging (challenge that parents often do not read newsletters, pamphlets, etc. in full/at all because of volume of information already provided) • School travel planning, school streets program, and other deeper engagement (micro-level) projects may have more impact with personalized responses for students/schools (eg. Skills and drills workshops cover bike safety and helmet use in full day engagement sessions with students, 	<p>of vandalism of mounted cameras this year versus frequent vandalism of box cameras</p>
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	<p>experiential learning and workshops may be more effective at teaching safe practices)</p> <p>3.1.6 Speeding in School Zones</p> <ul style="list-style-type: none"> • How to educate/appeal to drivers speeding in school zones with lower posted speed limits • School zones are community safety zones and eligible to install speed cameras, but not possible to install everywhere due to finite resources, and often damaged/vandalized • Amy Thurston: discussed “accidental” pilot project at local school where construction closed one direction of traffic, unintentionally resulted in reduced vehicle speeds, more students walking to school to avoid vehicle congestion, and older students walking younger students into kindergarten yard • Beyond speeding, risks to pedestrians/cyclists around school pick-up/drop-off are from 3-point turns, aggressive turns out of kiss-and-ride, and double parking • Speed limit signs vary depending on road conditions and school, recommendation to have more uniform signage/enforcement coordinated across school board • Speed cameras mounted on traffic signals in Brampton have been effective in reducing speeding compared with box cameras (Tyron Nimalakumar confirmed later in meeting that rate of vandalism significantly lower for traffic signal mounted cameras in City of Brampton) 	
4	<p>4.1 Roundtable updates</p> <p>City of Mississauga (Matthew Sweet)</p> <ul style="list-style-type: none"> • School Walking Route updates, wrapping up for 7 participating schools for the academic year, 4 schools confirmed for next academic year and aims to work with 8 new schools in total • CoM receiving more requests for support at school events than previously expected, for next year may consider establishing deadline for PHNs to submit requests to AT team to indicate level of interest early and schedule AT staff accordingly <p>City of Brampton (Tyron Nimalakumar)</p> <ul style="list-style-type: none"> • Bike Month Programming update, pushing programming at schools, bike the creek, community rides/events, etc. • CoB has 70 curb cuts being installed at trails and school crosswalks, 3 PXOs installed and 9 more programmed for later in year 	

	<p>TRCA and Peel EcoSchools (Amy Thurston)</p> <ul style="list-style-type: none"> Meeting with communications subcommittee for walking and rolling card, will be adding skills and drills guide and cycling safety presentation card, discussed intent to promote safety card through workshops <p>PDSB (Susan Benjamin)</p> <ul style="list-style-type: none"> PDSB, CoM, and TMU research associates began school streets project in Corliss PS in Malton, project to begin in September, hoping to collect information from project to guide other future projects <p>Peel Public Health:</p> <ul style="list-style-type: none"> Working on co-design project going to council, includes all 4 (English and French) school boards PHNs completing end of year surveys, will have updates for group at next meeting <p>DPCDSB (Irene Mota)</p> <ul style="list-style-type: none"> All 151 schools have been eco school certified 	
5	<p>5.1 Adjournment and next meeting</p> <p>Next meeting: Tuesday, Oct. 7, 2025 @10am</p> <p>Location: DPCDSB, 40 Matheson Blvd West, Mississauga</p> <p>Adjournment</p>	



RECOMMENDATION TO THE BOARD

REPORT NUMBER G 1

MULTI-YEAR STRATEGIC PLAN UPDATE

BACKGROUND

The 2024–2025 school year is approximately the mid-point of the Dufferin-Peel Catholic District School Board (DPCDSB) 2023–2027 Multi-Year Strategic Plan (MYSP). Staff provided an update on the MYSP during the Faith and Program Committee Meeting on March 4, 2025, including progress in the focus areas of mathematics and literacy. This report provides an overview of work completed to support the MYSP during the spring of 2025 and next steps for 2025-2026.

DISCUSSION

Monitoring Surveys

Staff in the Policy, Strategy, Research, and Safe Schools Department implemented a variety of monitoring surveys to stakeholders including students, parents/guardians and staff throughout the spring. The table below outlines each of the surveys. Over the summer months, staff will analyze the survey results and provide an update in the fall.

Table 1: Surveys and Feedback Tools for Spring 2025

Data Collection Tool	MYSP Value(s) Supported
Catholic Community, Culture, and Caring (CCCC) School Climate Survey	Respect, Thrive, Trust
Ontario Catholic School Graduate Expectations (OCSGE) Survey	Believe, Excel
Mathematics and Literacy Attitudes and Practices Survey	Excel
Catholic Digital Citizenship Survey	Thrive

Student Action Plan

The Student Achievement Plan (SAP) sets out goals and performance indicators for school boards to measure student achievement, develop action plans and monitor their progress on levelling up student outcomes. School boards must use the SAP Public Reporting Template to publicly report on progress made in relation to the outlined provincial student achievement priorities. During early spring, DPCDSB staff developed and posted the SAP to the board’s website on the Multi-Year Strategic Plan page. The Ministry also requires school boards to submit the full Excel Student Achievement Plan by June 30. Staff are currently engaged in collating data for this submission.

Catholic Board Improvement Learning Cycle (CBILC) 2025-2026

As shared at the Faith and Program Committee meeting on March 4, 2025, the CBILC goals, action steps, and data sources have remained stable since the previous MYSP to ensure continuity. Consultation with various DPCDSB departments has taken place this spring to inform the 2025-2026 CBILC. Further in-person consultation with stakeholders through DPCDSB’s advisory councils (Central Committee for Catholic School Councils, Special Education Advisory Council, Black Community Advisory Council and Indigenous Education Council, and Student Voice) have been scheduled for September 2025. Release of the 2025-2026 CBILC is planned for early October 2025 and will include public posting of both the CBILC goals and action steps. Resources to support schools with the creation, implementation, and monitoring of the 2025-2026 Catholic School Improvement Learning Cycle (CSILC), with a lens on effective school

improvement strategies are being developed over the summer months. It is hoped that these resources will continue to equip school administration to maintain focus on core priorities.

CONCLUSION

The 2024-2025 school year represents the approximate mid-point of the 2023-2027 MYSP. Throughout the spring, DPCDSB staff implemented MYSP monitoring surveys, completed the Student Action Plan, and began consultation on the 2025-2026 CBILC. As staff prepare for the next school year, analyzing survey data and preparing for further CBILC consultations will be a focus to support effective school improvement processes.

Prepared by: Frank Koziarz, Researcher, Policy, Strategy, Research, Safe Schools
Laura Odo, Superintendent, Policy, Strategy, Research, Safe Schools

Submitted by: Marianne Mazzorato, Ed. D., Director of Education

RECOMMENDATION TO THE BOARD

REPORT NUMBER H 1

MOTIONS RECOMMENDED BY THE ADMINISTRATION AND FINANCE COMMITTEE, JUNE 10, 2025

- 1. THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED BALANCED 2025-2026 TOTAL CAPITAL BUDGET OF \$39.4 MILLION.**
- 2. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY-0005 TRUSTEE HONORARIA AND EXPENSES AS AMENDED.**
- 3. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY-0007 STUDENT TRUSTEES AS AMENDED.**

Administration and Finance Committee Meeting
June 10, 2025
<i>PROPOSED 2025-2026 CAPITAL BUDGET</i>
Multi Year Strategic Plan Value: Believe, Excel, Respect, Thrive and Trust

*“Therefore I tell you, the kingdom of God will be taken away from you
and given to a people that produces the fruits of the kingdom.”*
(Matthew 21:43)

BACKGROUND

On May 23, 2025, the Ministry of Education released the *2025: B02 2025-26 Education Funding* memorandum. The Ministry of Education provides capital funding through the Building, Expanding and Renewing Schools (BERS) funding allocations and is designed to target capital needs identified by assessments, facility conditions reporting and capital priority requests.

DISCUSSION

The Ministry of Education will continue to fund the School Condition Improvements (SCI) program and School Renewal (SR) funding that helps address high and urgent needs and keeps schools in a state of good repair. The SCI and SR funds are subject to restriction of use within 2.5 years to ensure improvements are realized in a timely manner. If not used within the 2.5 years, the allocations will expire.

School boards are required to direct 70 percent of SCI funds to address major building components and systems, such as roofs, windows, plumbing and heating. The remaining 30 percent can be used similarly or for building interiors and surrounding site components, such as parking and pavement upgrades.

SR funding allows school boards to improve aged building systems and components, undertake capital improvements and address maintenance requirements. SR funds should be prioritized to address facility condition, ventilation, health and safety, general code requirements and accessibility.

The facility conditions database for the Dufferin-Peel Catholic District School Board (DPCDSB) indicates over \$345 million of maintenance/renewal needs to be addressed over the next five years.

DPCDSB will undertake several facility renewal projects, which are designed to create a safe and more comfortable learning environment for our students and staff. Through the *Long-Term Facilities Master Plan (LTFMP)* updates, the Facilities department will be reviewing the needs of the schools and identifying specific projects for the coming year. Typically, annual work consists of HVAC upgrades and replacements, LED lighting retrofits, accommodation renovations, and building roofs and exterior building components projects.

DPCDSB had received prior approval through major capital projects for the replacement of St. Anne Catholic Elementary School and a new St. Ruth Catholic Elementary School. The expected opening dates for the schools are September 2025.

The capital budget contains minor tangible capital assets (mTCA) expected to be purchased in 2025-2026. The most significant assets with this classification are computers, vehicles, and small equipment.

The Ministry of Education also provides funding for the long-term financing of the Not Permanently Financed (NPF) debenture payments and debt interest related to Ontario Financing Authority (OFA) Loans. These funding sources are shown here as related to capital, however the actual flow of the funds comes through operating and will be captured in the proposed operating budget.

The proposed capital budget presents a balanced financial position and amounts to \$39.4 million. Details of the proposed capital revenues and expenditures are shown in Appendix A.

CONCLUSION

This report presents a proposed balanced capital budget for 2025-2026. The BERS funding allocations target specific capital needs.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

- 1. THAT THE ADMINISTRATION AND FINANCE COMMITTEE RECOMMEND THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED BALANCED 2025-2026 TOTAL CAPITAL BUDGET OF \$39.4 MILLION.**

Prepared by: Scott Keys, Superintendent, Financial Services
Julie Cherepacha, Executive Superintendent, Finance, CFO and Treasurer

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Appendix A

2025-2026 Proposed Capital Budget (\$ millions)

Capital Projects	Total Capital Expenditures	Core Ed Funding	Capital Priorities	Childcare Capital	SRA/SCI and Temp Accom	Debt Service / NPF	Total Funding Allocation
St. Anne CES - Replacement School	-						-
St. Ruth CES - New School	-						-
School Renewal and SCI Projects	34.0				34.0		34.0
Minor Tangible Capital Assets	4.6	4.6					4.6
Temporary Accommodation	0.8				0.8		0.8
Total Capital Budget	\$39.4	\$4.6	\$0.0	\$0.0	\$34.8	\$0.0	\$39.4
Interest on Long-Term Debt						6.6	
Financing of NPF (55 School Board Trust)						3.4	
Long-Term Debt Financing						\$10.0	



DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD	
<u>POLICY</u>	
POLICY NUMBER:	P-0005
SUBJECT:	Trustee Honoraria and Expenses
REFERENCE:	Government of Ontario Broader Public Sector (BPS) Expenses Directive Government of Ontario BPS Perquisites Directive P-0003 – Code of Conduct - Trustees P-0007 – Student Trustees P-7000 – Supply Chain Management GAP7004 – Travel, Meals, Hospitality and Perquisite Expenses GF 275T – Monthly Mileage Expense GF 276T – Trustee Expense Report GF 272 – Meal Reimbursement Attestation Form GF 273 – Trustee Conference Notification Form
EFFECTIVE DATE:	Revised (528) January 30, 2007
AMENDED DATE:	Revised (820) September 25, 2007); Revised (314), (319), (320) November 24, 2009 – Effective December 1, 2009; Revised (157) April 27, 2010; (252) August 24, 2010); (V2); Revised (296) November 26, 2013; Revised November 29, 2014 – Effective March 24, 2015, February 20, 2018, April 30, 2019, October 22, 2019; October 17, 2023; October 15, 2024, <u>June 17, 2025</u>

“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”

1 Peter 4:10

1. OVERVIEW

- 1.1. This policy is in accordance with Ontario Regulation 357/06 of the *Education Act*, the *Broader Public Sector (BPS) Expense Directives* and the *BPS Perquisites Directive* issued by the Government of Ontario, through its Management Board of Cabinet under the authority of the *Broader Public Sector Accountability Act, 2010* (Part IV – Expense Claims: allowable Expenses and Part IV.1: Perquisites). The directive requires all designated BPS organizations, which includes school boards, to establish expense rules for travel, meal and hospitality expenses and align them to the Ontario Public Sector (OPS) directives as much as possible. This policy ensures the denominational rights of the Dufferin-Peel Catholic District School Board (DPCDSB).

- 1.2. ~~This policy applies to~~ The following terms used herein have the corresponding meanings:

- “Board of Trustees”, means the board of trustees and of the DPCDSB;
- “Chair”, means the Trustee elected as Chair of the DPCDSB Board of Trustees;

- “Committee”, means a committee of the DPCDSB Board of Trustees;

~~1.2.~~ • “Trustee”, means an elected trustee of the DPCDSB, but excludes student trustees;

- “Vice-Chair” means the trustee elected as vice-chair of the DPCDSB Board of Trustees

1.3. This policy applies to DPCDSB Trustees.

~~1.3.1.4.~~ The DPCDSB will issue the ~~trustee~~Trustee an honorarium based on *Ontario Regulation 357/06* and other ~~associated Regulation(s)~~applicable laws, if any.

~~1.4.~~ The DPCDSB will also accommodate certain business-related expenses for ~~trustees~~Trustees as outlined in this policy.

~~1.5. For additional policies regarding student trustee honoraria, see Board~~ P-0007 – Student Trustee applies to student trustee honoraria.

~~1.5.~~

2. TRUSTEE HONORARIA AND EXPENSES

2.1 *Ontario Regulation 357/06 – Honoraria for Board Members* will provide direction when determining trustee honorarium for trustees, other than student trustees. ~~Ontario Regulation 7/07 – Student Trustees will provide direction when determining student trustee honorarium.~~

2.2 The honorarium policy will be established on or before October 15 of the calendar year in which the term of office begins. Trustees shall be paid bi-weekly by direct deposit based on 1/26 of the established honorarium.

2.3 The honorarium amounts for the chair, the vice-chair and other trustees will be calculated annually based on the components identified and as permitted by *Ontario Regulation 357/06*. The honorarium amounts may be modified subject to Ministry Acts and Regulation(s).

2.4 In addition to the honorarium, trustees will be entitled to the following:

- A meeting attendance amount of \$50.00 shall be provided to ~~trustees~~Trustees for attending any meeting of a committee of the Board of Trustees that is required to be established by an Act or Regulation made under the Act. These meetings are the Central Committee for Catholic School Councils (CCCSC), the Special Education Advisory Council (SEAC), the Supervised Alternative Learning (SAL), the Discipline Committee, the Director of Education Performance Appraisal Committee, and the Audit Committee.
- One (1) only of each of the following DPCDSB-owned technology devices will be supplied to each ~~trustee~~Trustee: computer; printer; Smartphone. All technology devices shall be returned by the ~~trustee~~Trustee at the end of the term in which their role as a ~~trustee~~Trustee ends, or purchased by the ~~trustee~~Trustee at its depreciated value as determined by the financial services department, including the option of keeping the

assigned mobile phone number. Any issues that arise with the assigned equipment are to be addressed with the Director of Education and the Chair ~~of the Board of Trustees.~~ The DPCDSB-owned smartphone includes a DPCDSB data and usage plan that is paid by DPCDSB.

- (c) Trustees that opt not to use the DPCDSB-owned smartphone, will have the option to use a land-line or their own smartphone device. Expenditure reimbursement can be claimed for the land-line. For the use of a personal owned smartphone, ~~trustees~~Trustees will only be reimbursed at the rate paid for the DPCDSB-owned smartphone plan.
- (d) One (1) only of each of the following at the start of the term: ~~briefcase~~briefcase; a paper shredder and a file cabinet, can be purchased for home office purposes. All equipment and other supplies are to be obtained from the DPCDSB standard supply catalogue. Replacements can be purchased at the start of each subsequent term, if required. These items will be deemed fully depreciated by the end of the term. Replacements and/or additional purchases of these items before the term ends will be deemed a discretionary purchase and charged to the respective ~~trustee~~Trustee discretionary budget.

3. TRAVEL

- 3.1 Reimbursement of travel expenses relating to DPCDSB business includes travel to and from a ~~trustee's~~Trustee's residence only to a meeting of the Board ~~of Trustees~~, a committee of the Board ~~of Trustees~~, school visit, graduation, etc. These travel expenses will be reimbursed at a per kilometer mileage rate determined by the DPCDSB. Rates may be reviewed and amended from time to time, with any changes communicated to ~~trustees~~Trustees. Reimbursement of travel expenses will be accommodated by completing the *Monthly Mileage Expense Form*, GF #275T, and by using the online *Mileage Expense Calculator*.

A ~~trustee~~Trustee attending a conference/convention/workshop must complete and submit a Conference Notification Form [GF273](#) to the Chair of the Board ~~of Trustees~~ prior to attending and/or registering. In the case of the Chair of the Board ~~of Trustees~~, the form will be submitted to the Director of Education.

- 3.2 Reimbursement of business-related expenses shall be paid to ~~trustees~~Trustees for attendance at approved conventions, conferences, and workshops as follows:

Outside the Dufferin-Peel area:

- a) Registration fee
- b) Economy class transportation expenses
- c) Accommodation expenses (most cost effective) for each night in attendance plus one night (as per limitations contained in this policy).
- d) Parking
- e) Internet
- f) Meals as per limitations contained in this policy (if not included in the event)

Within the Dufferin-Peel area:

- a) Registration fee
- b) Mileage reimbursement as prescribed in this policy
- c) Accommodation expenses (most cost effective) for each night in attendance
- d) Parking
- e) Internet
- f) Meals as per limitations contained in this policy (if not included in the event)

One day workshops:

- a) Registration fee
- b) Mileage reimbursement as prescribed in this policy
- c) Parking
- d) Lunch and dinner (if workshop extends beyond 5:00pm) as per limitations contained in this policy (if not included in the event)

Using a Personal Vehicle

a) If a ~~trustee~~Trustee uses his/her personal vehicle while on DPCDSB business, the following applies:

- The vehicle must be insured at the vehicle owner's expense for personal motor vehicle liability.
- It is the driver/owner's responsibility to ensure that the motor vehicle insurance includes coverage for business use of the vehicle.
- The DPCDSB will not reimburse the costs of insurance coverage for business use, physical damage or liability.
- The DPCDSB is not responsible for reimbursing deductible amounts related to insurance coverage.
- In the event of an accident, ~~trustees~~Trustees will not be permitted to make a claim to the DPCDSB for any resulting damages.

- 3.3 The DPCDSB shall issue a T2200 Form for Income Tax purposes, to all ~~trustees~~Trustees who claim mileage.

Transportation – How to Get There

- 3.4 Depending on the destination being travelled to, there are various options on how to get there. The options which can be available are airplane, train, vehicle, public transit or shared vehicles.

(a) Airplane

- i. Air travel is permitted if it is the most practical and economical way to travel.
- ii. Economy (coach) class is the standard option for ticket purchase, plus ground transportation.
- iii. Basic seat selection and baggage charge is permitted.

(b) Train

- i. Travel by train is permitted when it is the most practical and economic way to travel.
- ii. A coach class economy fare is the standard.

(c) Rental Vehicle

- i. Car rental should be restricted to professional development events outside of the DPCDSB area.

3.5 When renting a vehicle, a compact model or its equivalent is required. Any exceptions must be:

- documented; and
- guided by the principle that the rental vehicle is the most economical and practical size, taking into account the business purpose, number of occupants and safety (including weather) considerations.

3.6 Insurance for collision damage coverage should be purchased.

3.7 Luxury and sports vehicles are prohibited.

Public Transit/Shared Vehicles

3.8 Local public transportation including hotel/airport shuttles should be used wherever possible. Shared transportation options may be justified in cases where:

- group travel is more economical than the total cost of having individuals travel separately by public transit or shuttle; or
- Using shared vehicles options and/or taxi allows the ~~trustee~~Trustee to meet an unusually tight schedule for meetings

3.9 Valet parking expense is not eligible for reimbursement, unless there is no other option made available by the hotel/event centre.

4. ACCOMMODATION

4.1 Trustees who attend conferences and conventions, etc., on behalf of the DPCDSB, will be reimbursed for single accommodation in a standard room. There will be no reimbursement for upgrades, suites, executive floors or concierge levels when traveling.

5. INTERNET

5.1 Monthly reimbursement of the connectivity charges levied by an internet provider shall be provided.

6. SCOPE

6.1 An out-of-pocket business expense reimbursement of up to \$7,800 per annum (*does not include expenses charged to central ~~trustee~~Trustee account*) in connection with carrying out the responsibilities of a ~~Board member~~Trustee shall be provided to ~~trustees~~Trustees. Given the additional duties and responsibilities associated with the ~~chair~~Chair and ~~vice-chair~~Vice-Chair,

additional per annum amounts of \$1,500 for the ~~chair~~Chair and \$1,000 for the ~~vice-chair~~Vice-Chair, for out-of-pocket business expenses, will be added.

6.2 The following types of expenses are eligible for reimbursement (details as prescribed in this policy):

- Travel and accommodations (conferences/seminars)
- Meals (meal limits apply)
- Community expenses (school support events, events recognizing DPCDSB students, Parish events related to DPCDSB mission or objectives)
- Gifts of appreciation
- Advertising and promotion (constituency communication, printing)
- Office supplies (from standard supply catalogue)
- Professional development

6.3 Examples of events that may be related to ~~board~~DPCDSB business:

- Trustee association meetings or events
- Board or committee meeting
- Events promoting ~~School Boards~~school board advocacy or professional development related to the DPCDSB mission or objectives
- Parish events connected to the students, staff and the DPCDSB mission or objectives
- Events honouring DPCDSB students or staff

6.4 Examples of events that may not be related to board business:

- Community fundraising gala or charity function
- Political activities or events
- Donations to schools or community groups

6.5 Events that promote and/or support other Catholic Communities may be attended if the Board of Trustees ~~have~~has received an official invitation.

6.6 The following is a list of approved conventions or conferences for ~~trustees~~Trustees in compliance with S171.(1)17 of the *Education Act* regarding membership fees and traveling expenses:

- Faith Meets Pedagogy
- The Canadian Catholic Schools Trustees' Association (CCSTA)
- The National Catholic Education Association (NCEA - an American convention)
- The Ontario Association of Parents in Catholic Education (OAPCE)
- The Ontario Catholic Schools Trustees' Association (OCSTA)
- People for Education
- Ontario Student Trustees' Association (OSTA)
- Religious Education Congress

6.7 Attendance at any conference, other than those noted above, requires prior approval by Board of ~~Trustee~~Trustees' resolution to authorize representation of the DPCDSB at the

conference and subsequent re-imbursement for out-of-pocket expenses related to this business travel.

- 6.8 Trustees, attending conferences/conventions, would be expected to attend conferences/conventions that are educational/faith-based in nature and/or would enhance their role as a trustee.

- 6.9 All conventions, conferences and professional development sessions are subject to individual ~~trustee's~~Trustee's budget limitations.

~~6.9~~

7. HOSPITALITY EXPENDITURES

- 7.1. Hospitality is the provision of food, beverage, accommodation, transportation and other amenities at Board expense to people who are not engaged in work for the Board or other broader public sector organizations (i.e. other school boards, Ontario Government, agencies and public entities).
- 7.2. All hospitality events require pre-approval by the Chair of the Board of Trustees in consultation with the Director of Education.
- 7.3. The hospitality regulations must be followed in conjunction with the provisions contained in DPCDSB [P-0003](#) *Code of Conduct - Trustees*.

Rules

- 7.4 Functions involving only ~~trustees~~Trustees and people who work for the DPCDSB are not considered hospitality functions and cannot be reimbursed. This means that hospitality may never be offered solely for the benefit of anyone covered by this Policy: Ontario Public Sector (OPS) employees, agency/organization employees, appointees or consultants.
- 7.5 Hospitality may be extended, for those not engaged with the DPCDSB, in an economical and consistent manner when:
- it can facilitate the DPCDSB business; and
 - it is considered desirable as a matter of courtesy or protocol.
- 7.6 Expenses that do not fit the definition of government hospitality will not be reimbursed. Examples of such expenses: office social events, retirement parties and holiday lunches, celebrations and year-end functions.
- 7.7 Payment for alcoholic beverages using DPCDSB funds is prohibited at any hospitality event, except in cases pre-approved by the Director of Education.

When hospitality is appropriate:

- 7.8 Hospitality (e.g. of acceptable events - parish priest & Catholic School Council) may be extended on behalf of the DPCDSB when engaging in discussion of official public matters with those not

engaged by the DPCDSB:

- representatives from other governments;
- business and industry;
- public interest groups; or labour groups;
- providing people from national, international, or charitable organizations with an understanding or appreciation of the DPCDSB;
- ~~Recognition~~recognition for outstanding achievement (e.g. retirement, meritorious awards, etc.)

7.9 When hospitality expenses are submitted for reimbursement, the names of the individuals entertained, their role, and a clearly stated purpose of the hospitality should be provided.

7.10 Hospitality may never be offered solely for the benefit of ~~trustees~~Trustees and/or DPCDSB employees. Examples include office social events, ~~ticket~~ticket costs for theatre, concert, movie or sporting events, individual retirement parties and holiday lunches or other expenses that do not support board business.

7.11 DPCDSB funds cannot be used for spouses/partners of Trustees.

7.12 Responsibilities regarding alcoholic beverages at hospitality events:

- Reimbursement of alcohol expenses is allowed only when the appropriate approvals are in place.
- Hospitality may include the consumption of alcohol at a meal or a reception with invitees as defined above, but only when there is an approved business case.
- The cost of alcoholic beverages must not exceed the cost of food at a hospitality event.
- Alcohol should be provided in a responsible manner, e.g., food must always be served when alcohol is available.

Submitting the claim for reimbursement:

7.13 All expenses must be documented, and the original itemized receipts are to be included. The claim must include event details regarding:

- agenda;
- purpose;
- date(s);
- location;
- type of hospitality (breakfast, lunch, dinner, reception, refreshments~~);~~);
- attendees listed by name, title and organization;
- appropriate prior approvals~~;~~

7.14 Hospitality is acceptable for school openings and school closings; and milestone anniversaries (10 years, 15 years, 25 years etc.) as organized by staff.

7.15 The following expenses will not be reimbursed:

- Christmas luncheons or dinners

- Department socials
- Retirement parties
- Staff Christmas parties
- External social events (e.g. Principals/Vice-Principals golf tournament)
- Staff appreciation lunches other than board wide as identified in [P-1006](#) – Recognition of Service
- End of year parties/dinners/lunches
- End of semester parties/dinners/lunches

7.16 Exceptions: If Trustees are expected to attend a number of retirement and other functions for staff and peers and association retirement events, these expenditures may be paid from ~~board~~DPCDSB funds. For example, ~~trustees~~Trustees can expense attendance at employee and association retirement events when they are attending in their role as ~~trustees~~Trustees.

7.17 Trustees who are considering accepting hospitality from [DPCDSB](#) vendors ~~to the Board~~, must also adhere to the provisions described in Board [P-0003](#) – *Code of Conduct - Trustees*.

8. APPROPRIATENESS

8.1. Reimbursable expenses are those that relate directly to DPCDSB business, as follows:

Procurement card/credit card to ~~trustees~~Trustees

8.2 Trustees do not receive procurement cards/credit cards since all purchasing of supplies and office equipment is procured through the DPCDSB Supply Chain Management Department and all travel arrangements for ~~trustees~~Trustees are arranged centrally through the office of the Director of Education.

Cash advances to ~~trustees~~Trustees

~~8.3~~ Cash advances or per diems are not provided to ~~trustees~~. ~~However, a cash advance is available to student trustees when expected to represent the DPCDSB on business. Original receipts would be submitted subsequent to the event and the student trustee would be expected~~Trustees. ~~to reimburse the DPCDSB for any unspent cash advance.~~

Advertising and Newsletters

~~8.48.3~~ Advertising and newsletter expenditures by the ~~trustee~~Trustee are reimbursable and included in the out- of-pocket expenditure guidelines noted in this Policy. However, these types of expenditures become ineligible for reimbursement as of June 30 of an election year.

Meals

~~8.58.4~~ Meals are reimbursed at the established meal reimbursement rates. Taxes and gratuities are included in the rates.

9. REASONABLENESS

- 9.1 Each ~~trustee~~Trustee is allocated up to \$7,800 reimbursement of out-of-pocket expenses on an annual basis (Additional amounts of \$1,500 for the Chair and \$1,000 for Vice-Chair).
- 9.2 For each fiscal year, any expenditure in excess of \$7,800 per annum is to be paid back by the ~~trustee~~Trustee to the DPCDSB, within 60 days of written notification. If a ~~trustee under-spends~~Trustee underspends his/her budget at the end of the fiscal year, it will be treated like any other cost savings in the DPCDSB overall budget and not carried forward.
- 9.3 Expenditures relating to support for a political party, for a candidate seeking political office or any charity event that is not related directly to the education endeavour of the DPCDSB, are not permitted.

Meal Rules (For conferences and business meetings as prescribed in this policy)

- 9.4 Alcohol cannot be claimed and will not be reimbursed as part of a travel or meal expense. There are no exceptions.
- 9.5 Meal costs are not reimbursable if they are provided as part of the registration fee for the conference, workshop or seminar.
- 9.6 The rates are not an allowance. Meals must be purchased in order to be able to submit a claim for reimbursement. All meal expense claims will be reimbursed after the event or conference for which the expense is being claimed.

9.7 When two (2) or more ~~trustees~~Trustees attend the same conference or workshop, all eligible meal expense reimbursement claims must be submitted individually by each ~~trustee~~Trustee.

9.7

Meal Expenses Paid Personally while attending an approved conference, seminar, workshop, etc.:

- 9.8 Reimbursement claim for personally paid expenses for meals includes an attestation ([GF272](#)) form indicating meals were consumed as claimed and requires a copy of the agenda to be provided. Original receipts are not required.

Other Meal Expenses Paid Personally:

- 9.9 Reimbursement claim for personally paid expenses for meals applicable under 9.13 and 9.14 must include original, itemized receipts, purpose of meal, list of attendees and agenda and reimbursement must not exceed the actual amount spent.

Meal Rates

- 9.10 Meals are categorized by type (i.e. breakfast, lunch and dinner), and subject to the maximum allowable amounts as follows:

Breakfast	\$20.00
Lunch	\$25.00
Dinner	\$50.00
Total	\$95.00

- 9.11 The above maximum amounts include taxes and gratuities.
- 9.12 For meal expenses claimed for events outside Canada the meal allowance amounts are converted to the Canadian dollar equivalent.
- 9.13 Meal expenses may be re-imbursed to ~~trustees~~Trustees under the following limited situations:
Meetings with Non-Public Sector Employees:
- i. Trustees may conduct a meeting during a meal, in the event they need to meet with a non-Public Sector employee for a length of time and it is the only available time to meet. When considering these expenditures, ~~trustees~~Trustees shall ensure that they are reasonable, subject to good judgment, exercised in appropriate circumstances, and able to stand up to scrutiny by auditors and members of the public.
- 9.14 Meetings with Public Sector Employees and Other Trustees:
- i. For meetings **less than 1 hour**, refreshments such as coffee, tea, juice and water may be made available.
 - ii. For meetings **greater than 1 hour and less than 4 hours**, beverages and muffins, etc. may be made available.
 - iii. For meetings **more than 4 hours** in length and extending over the normal lunch period, a light lunch may be offered to facilitate the flow of the meeting(s). (example: attending school visits all day-).
 - iv. A meal can be provided where meetings commence in the early morning (breakfast) and over the lunch hour and after 5:00 pm when ~~trustees~~Trustees are expected to attend. Example: attending Board/Committee Meeting starting at 7:00 pm.
- 9.15 Having a meal to meet with a Principal and/or a Superintendent is not permitted unless the above criteria is met.
- 9.16 All eligible claims for meals must include original, itemized receipts, names and titles of the individuals in attendance, the business reason for the meal, date, time and location of meeting and a copy of the agenda.
- 9.17 Please note that expense reimbursements cannot be claimed for meals that are included in the conference or event registration fee. However, special exceptions may be made in circumstances where a ~~trustee~~Trustee is unable to attend meals which are provided at the conference.

Individual Purchases

- 9.18 Any individual purchase that is greater than \$500.00 excluding travel expenses, requires prior written approval by resolution of the Board of Trustees.

Gift Giving

- 9.19 Appropriate token gifts of appreciation, valued up to \$30.00 plus applicable taxes, may be offered in exchange for gifts of service or expertise to people who are not engaged in work for the DPCDSB.

- 9.20 Unacceptable Gifts:

- Cash
- Alcohol (including gift certificates from alcohol retailers)
- Retirement gifts (*except attendance at retirement events as noted in Hospitality section*)
- Birthday gifts
- Flowers/recognition gifts (i.e. Administrative Day, life events).

Small Token Gifts of Appreciation

- 9.21 Small token gifts of appreciation valued up to \$30.00 plus applicable taxes to employees / ~~trustees~~Trustees, government employees, employees of other BPS organizations may be provided for work and effort above and beyond. This does not include gifts at Christmas and end-of-year gifts to staff. For example, a gift would be acceptable if an employee attends a session on a Saturday to make a presentation on behalf of the DPCDSB.

Social Events and Life Events

- 9.22 Private collection of funds should be used to provide gifts for recognition of life events (such as births, weddings and anniversaries, birthdays, Christmas and end-of-year gifts).

Bereavement Recognition

- 9.23 Circumstances for bereavement recognition, as appropriate, in the event of death of a direct employee, their spouse or children, current students or parent(s) of current students of the DPCDSB:
- On behalf of the Board of Trustees, the Chair may send flowers, a gift basket or mass card;
 - Trustees may send a Mass card and/or flowers.
- 9.24 Mass cards may be sent by ~~trustees~~Trustees as deemed appropriate in circumstances beyond those listed above.
- 9.25 The Director of Education has discretion in determining bereavement recognition in circumstances beyond those listed above. The Chair, in discussion with the Director of Education, may request flowers to be sent from the office of the Director, on behalf of the DPCDSB and the Board of Trustees, in circumstances beyond those listed above.

10. INDIRECT COSTS

10.1 In addition to the out-of-pocket expenses (up to \$7,800 annually) and the reimbursable expenses noted in this policy, the DPCDSB has an established budget for centralized costs associated with ~~trustee~~Trustee activities that are absorbed centrally by the DPCDSB, such as:

- Smartphone charges
- Mileage reimbursement
- Internet charges
- Residential telephone (if ~~trustee~~Trustee does not choose to have a Board issued Smartphone)
- Home office equipment
- Central office supplies/equipment
- Ontario Catholic School Trustee Association (OCSTA) membership fee
- Administrative support
- Ancillary costs associated with meetings
- Refreshments and meals before Board of Trustees and Committee meetings

11. PROCEDURE FOR REIMBURSEMENT OF BUSINESS~~RELATED EXPENDITURES~~ RELATED EXPENDITURES

11.1 All expense reimbursements are to be claimed by completing the Trustee Expense Report – Form GF276T.

11.2 To substantiate each reimbursement, the claim form must have the following supporting documents attached:

- a) ~~attestation~~Attestation (GF272) for meals at conferences, workshops or seminars.
- b) ~~original~~Original documentation including itemized receipt and proof of payment to support the expenditure.
- c) ~~business~~Business reasons for the expenditure.
- d) ~~list~~List of individuals and titles/roles of those in attendance.
- e) ~~signature~~Signature of the claimant to certify the expense claim.
- f) Agenda (if meeting and/or conference related).

Please note that credit card vouchers that are not accompanied by an original receipt, are not sufficient for reimbursement.

11.3 Expense claims are to be submitted within thirty (30) days after the end of the month.

11.4 After the close of the August 31 year-end, submit expenses for reimbursement within ten (10) business days following August 31 of each year.

12. PUBLICATION OF TRUSTEES' ANNUAL EXPENDITURES

12.1 By December 31 of each year, the DPCDSB will post each ~~trustee's~~Trustee's annual expenditure by major category, for the last fiscal year, on the DPCDSB website. In addition, centralized costs associated with ~~trustee~~Trustee activities will also be posted on the DPCDSB website.

13. PROTOCOL FOR APPROVALS

- 13.1. The DPCDSB requires that all business expenditures incurred by ~~the chair and other trustees, any~~ Trustee be subject to approval.
- 13.2. Approvers are accountable for their decisions, which must be:
- subject to good judgment and knowledge of the situation;
 - exercised in appropriate circumstances; and
 - comply with the principles and mandatory requirements set out in this policy.
- 13.3. When a situation arises and discretion needs to be exercised, approvers should consider whether the request is:
- able to stand up to scrutiny by the auditors and members of the public/media
 - properly explained and documented
 - fair and equitable
 - reasonable
 - appropriate

Expenses by the Chair of the Board

- 13.4. The Executive Superintendent of Finance, Chief Financial Officer and Treasurer, and in his/her absence, the Superintendent of Financial Services, shall certify that the ~~Chair of the Board's~~ Chair's claimed expenses ~~claimed~~ comply with DPCDSB policy and recommends that the Director of Education approve the expense claim for reimbursement. The Director of Education then approves reimbursement of expenses claimed by the Chair.

Expenses by Individual Trustees

The Executive Superintendent of Finance, Chief Financial Officer and Treasurer, and in his/her absence, the Superintendent of Financial Services, shall certify that the ~~trustee~~ Trustee expenses claimed comply with DPCDSB policy. The Chair ~~of the Board~~, and in his/her absence, the Vice-Chair ~~of the Board~~, shall then approve the expense claim for reimbursement.

14. DISPUTES REGARDING ELIGIBILITY OF EXPENSES

- 14.1. In cases where an expense being claimed by a ~~trustee or the Chair of the Board~~ Trustee has been declared ineligible as it may be deemed as inappropriate or unreasonable, the ~~trustee or Chair of the Board~~ Trustee may contest the decision during a public session of a meeting of the Board of Trustees and seek the approval of the expenditure, through a Board of Trustees' motion.



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
POLICY NUMBER:	P-0005
SUBJECT:	Trustee Honoraria and Expenses
REFERENCE:	Government of Ontario Broader Public Sector (BPS) Expenses Directive Government of Ontario BPS Perquisites Directive P-0003 – Code of Conduct - Trustees P-0007 – Student Trustees P-7000 – Supply Chain Management GAP7004 – Travel, Meals, Hospitality and Perquisite Expenses GF 275T – Monthly Mileage Expense GF 276T – Trustee Expense Report GF 272 – Meal Reimbursement Attestation Form GF 273 – Trustee Conference Notification Form
EFFECTIVE DATE:	Revised (528) January 30, 2007
AMENDED DATE:	Revised (820) September 25, 2007); Revised (314), (319), (320) November 24, 2009 – Effective December 1, 2009; Revised (157) April 27, 2010; (252) August 24, 2010); (V2); Revised (296) November 26, 2013; Revised November 29, 2014 – Effective March 24, 2015, February 20, 2018, April 30, 2019, October 22, 2019; October 17, 2023; October 15, 2024, June 17, 2025

“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”

1 Peter 4:10

1. OVERVIEW

- 1.1. This policy is in accordance with Ontario Regulation 357/06 of the *Education Act*, the *Broader Public Sector (BPS) Expense Directives* and the *BPS Perquisites Directive* issued by the Government of Ontario, through its Management Board of Cabinet under the authority of the *Broader Public Sector Accountability Act, 2010* (Part IV – Expense Claims: allowable Expenses and Part IV.1: Perquisites). The directive requires all designated BPS organizations, which includes school boards, to establish expense rules for travel, meal and hospitality expenses and align them to the Ontario Public Sector (OPS) directives as much as possible. This policy ensures the denominational rights of the Dufferin-Peel Catholic District School Board (DPCDSB).
- 1.2. The following terms used herein have the corresponding meanings:
 - “Board of Trustees”, means the board of trustees of the DPCDSB;
 - “Chair”, means the Trustee elected as Chair of the DPCDSB Board of Trustees;
 - “Committee”, means a committee of the DPCDSB Board of Trustees;

- “Trustee”, means an elected trustee of the DPCDSB, but excludes student trustees;
- “Vice-Chair” means the trustee elected as vice-chair of the DPCDSB Board of Trustees

- 1.3. This policy applies to DPCDSB Trustees.
- 1.4. The DPCDSB will issue the Trustee an honorarium based on *Ontario Regulation 357/06* and other applicable laws, if any.
- 1.5. The DPCDSB will also accommodate certain business-related expenses for Trustees as outlined in this policy.
- 1.6. [P-0007](#) – *Student Trustee* applies to student trustee honoraria.

2. TRUSTEE HONORARIA AND EXPENSES

- 2.1 *Ontario Regulation 357/06 – Honoraria for Board Members* will provide direction when determining trustee honorarium for trustees, other than student trustees.
- 2.2 The honorarium policy will be established on or before October 15 of the calendar year in which the term of office begins. Trustees shall be paid bi-weekly by direct deposit based on 1/26 of the established honorarium.
- 2.3 The honorarium amounts for the chair, the vice-chair and other trustees will be calculated annually based on the components identified and as permitted by *Ontario Regulation 357/06*. The honorarium amounts may be modified subject to Ministry Acts and Regulation(s).
- 2.4 In addition to the honorarium, trustees will be entitled to the following:
 - (a) A meeting attendance amount of \$50.00 shall be provided to Trustees for attending any meeting of a committee of the Board of Trustees that is required to be established by an Act or Regulation made under the Act. These meetings are the Central Committee for Catholic School Councils (CCCSC), the Special Education Advisory Council (SEAC), the Supervised Alternative Learning (SAL), the Discipline Committee, the Director of Education Performance Appraisal Committee, and the Audit Committee.
 - (b) One (1) only of each of the following DPCDSB-owned technology devices will be supplied to each Trustee: computer; printer; Smartphone. All technology devices shall be returned by the Trustee at the end of the term in which their role as a Trustee ends or purchased by the Trustee at its depreciated value as determined by the financial services department, including the option of keeping the assigned mobile phone number. Any issues that arise with the assigned equipment are to be addressed with the Director of Education and the Chair. The DPCDSB-owned smartphone includes a DPCDSB data and usage plan that is paid by DPCDSB.
 - (c) Trustees that opt not to use the DPCDSB-owned smartphone, will have the option to use a

land-line or their own smartphone device. Expenditure reimbursement can be claimed for the land-line. For the use of a personal owned smartphone, Trustees will only be reimbursed at the rate paid for the DPCDSB-owned smartphone plan.

- (d) One (1) only of each of the following at the start of the term: briefcase; a paper shredder and a file cabinet, can be purchased for home office purposes. All equipment and other supplies are to be obtained from the DPCDSB standard supply catalogue. Replacements can be purchased at the start of each subsequent term, if required. These items will be deemed fully depreciated by the end of the term. Replacements and/or additional purchases of these items before the term ends will be deemed a discretionary purchase and charged to the respective Trustee discretionary budget.

3. TRAVEL

- 3.1 Reimbursement of travel expenses relating to DPCDSB business includes travel to and from a Trustee's residence only to a meeting of the Board of Trustees, a committee of the Board of Trustees, school visit, graduation, etc. These travel expenses will be reimbursed at a per kilometer mileage rate determined by the DPCDSB. Rates may be reviewed and amended from time to time, with any changes communicated to Trustees. Reimbursement of travel expenses will be accommodated by completing the *Monthly Mileage Expense Form*, GF #275T, and by using the online *Mileage Expense Calculator*.

A Trustee attending a conference/convention/workshop must complete and submit a Conference Notification Form [GF273](#) to the Chair of the Board of Trustees prior to attending and/or registering. In the case of the Chair of the Board of Trustees, the form will be submitted to the Director of Education.

- 3.2 Reimbursement of business-related expenses shall be paid to Trustees for attendance at approved conventions, conferences, and workshops as follows:

Outside the Dufferin-Peel area:

- a) Registration fee
- b) Economy class transportation expenses
- c) Accommodation expenses (most cost effective) for each night in attendance plus one night (as per limitations contained in this policy).
- d) Parking
- e) Internet
- f) Meals as per limitations contained in this policy (if not included in the event)

Within the Dufferin-Peel area:

- a) Registration fee
- b) Mileage reimbursement as prescribed in this policy
- c) Accommodation expenses (most cost effective) for each night in attendance
- d) Parking
- e) Internet

- f) Meals as per limitations contained in this policy (if not included in the event)

One day workshops:

- a) Registration fee
- b) Mileage reimbursement as prescribed in this policy
- c) Parking
- d) Lunch and dinner (if workshop extends beyond 5:00pm) as per limitations contained in this policy (if not included in the event)

Using a Personal Vehicle

- a) If a Trustee uses his/her personal vehicle while on DPCDSB business, the following applies:

- The vehicle must be insured at the vehicle owner's expense for personal motor vehicle liability.
- It is the driver/owner's responsibility to ensure that the motor vehicle insurance includes coverage for business use of the vehicle.
- The DPCDSB will not reimburse the costs of insurance coverage for business use, physical damage or liability.
- The DPCDSB is not responsible for reimbursing deductible amounts related to insurance coverage.
- In the event of an accident, Trustees will not be permitted to make a claim to the DPCDSB for any resulting damages.

- 3.3 The DPCDSB shall issue a T2200 Form for Income Tax purposes, to all Trustees who claim mileage.

Transportation – How to Get There

- 3.4 Depending on the destination being travelled to, there are various options on how to get there. The options which can be available are airplane, train, vehicle, public transit or shared vehicles.

(a) Airplane

- i. Air travel is permitted if it is the most practical and economical way to travel.
- ii. Economy (coach) class is the standard option for ticket purchase, plus ground transportation.
- iii. Basic seat selection and baggage charge is permitted.

(b) Train

- i. Travel by train is permitted when it is the most practical and economic way to travel.
- ii. A coach class economy fare is the standard.

(c) Rental Vehicle

- i. Car rental should be restricted to professional development events outside of the DPCDSB area.

3.5 When renting a vehicle, a compact model or its equivalent is required. Any exceptions must be:

- documented; and
- guided by the principle that the rental vehicle is the most economical and practical size, taking into account the business purpose, number of occupants and safety (including weather) considerations.

3.6 Insurance for collision damage coverage should be purchased.

3.7 Luxury and sports vehicles are prohibited.

Public Transit/Shared Vehicles

3.8 Local public transportation including hotel/airport shuttles should be used wherever possible. Shared transportation options may be justified in cases where:

- group travel is more economical than the total cost of having individuals travel separately by public transit or shuttle; or
- Using shared vehicles options and/or taxi allows the Trustee to meet an unusually tight schedule for meetings

3.9 Valet parking expense is not eligible for reimbursement, unless there is no other option made available by the hotel/event centre.

4. ACCOMMODATION

4.1 Trustees who attend conferences and conventions, etc., on behalf of the DPCDSB, will be reimbursed for single accommodation in a standard room. There will be no reimbursement for upgrades, suites, executive floors or concierge levels when traveling.

5. INTERNET

5.1 Monthly reimbursement of the connectivity charges levied by an internet provider shall be provided.

6. SCOPE

6.1 An out-of-pocket business expense reimbursement of up to \$7,800 per annum (*does not include expenses charged to central Trustee account*) in connection with carrying out the responsibilities of a Trustee shall be provided to Trustees. Given the additional duties and responsibilities associated with the Chair and Vice-Chair, additional per annum amounts of \$1,500 for the Chair and \$1,000 for the Vice-Chair, for out-of-pocket business expenses, will be added.

6.2 The following types of expenses are eligible for reimbursement (details as prescribed in this policy):

- Travel and accommodations (conferences/seminars)
- Meals (meal limits apply)
- Community expenses (school support events, events recognizing DPCDSB students, Parish

- events related to DPCDSB mission or objectives)
- Gifts of appreciation
- Advertising and promotion (constituency communication, printing)
- Office supplies (from standard supply catalogue)
- Professional development

6.3 Examples of events that may be related to DPCDSB business:

- Trustee association meetings or events
- Board or committee meeting
- Events promoting school board advocacy or professional development related to the DPCDSB mission or objectives
- Parish events connected to the students, staff and the DPCDSB mission or objectives
- Events honouring DPCDSB students or staff

6.4 Examples of events that may not be related to board business:

- Community fundraising gala or charity function
- Political activities or events
- Donations to schools or community groups

6.5 Events that promote and/or support other Catholic Communities may be attended if the Board of Trustees has received an official invitation.

6.6 The following is a list of approved conventions or conferences for Trustees in compliance with S171.(1)17 of the *Education Act* regarding membership fees and traveling expenses:

- Faith Meets Pedagogy
- The Canadian Catholic Schools Trustees' Association (CCSTA)
- The National Catholic Education Association (NCEA - an American convention)
- The Ontario Association of Parents in Catholic Education (OAPCE)
- The Ontario Catholic Schools Trustees' Association (OCSTA)
- People for Education
- Ontario Student Trustees' Association (OSTA)
- Religious Education Congress

6.7 Attendance at any conference, other than those noted above, requires prior approval by Board of Trustees' resolution to authorize representation of the DPCDSB at the conference and subsequent re-imbursement for out-of-pocket expenses related to this business travel.

6.8 Trustees, attending conferences/conventions, would be expected to attend conferences/conventions that are educational/faith-based in nature and/or would enhance their role as a trustee.

6.9 All conventions, conferences and professional development sessions are subject to individual Trustee's budget limitations.

7. HOSPITALITY EXPENDITURES

- 7.1. Hospitality is the provision of food, beverage, accommodation, transportation and other amenities at Board expense to people who are not engaged in work for the Board or other broader public sector organizations (i.e. other school boards, Ontario Government, agencies and public entities).
- 7.2. All hospitality events require pre-approval by the Chair of the Board of Trustees in consultation with the Director of Education.
- 7.3. The hospitality regulations must be followed in conjunction with the provisions contained in DPCDSB [P-0003](#) *Code of Conduct - Trustees*.

Rules

- 7.4. Functions involving only Trustees and people who work for the DPCDSB are not considered hospitality functions and cannot be reimbursed. This means that hospitality may never be offered solely for the benefit of anyone covered by this Policy: Ontario Public Sector (OPS) employees, agency/organization employees, appointees or consultants.
- 7.5. Hospitality may be extended, for those not engaged with the DPCDSB, in an economical and consistent manner when:
 - it can facilitate the DPCDSB business; and
 - it is considered desirable as a matter of courtesy or protocol.
- 7.6. Expenses that do not fit the definition of government hospitality will not be reimbursed. Examples of such expenses: office social events, retirement parties and holiday lunches, celebrations and year-end functions.
- 7.7. Payment for alcoholic beverages using DPCDSB funds is prohibited at any hospitality event, except in cases pre-approved by the Director of Education.

When hospitality is appropriate:

- 7.8. Hospitality (e.g. of acceptable events - parish priest & Catholic School Council) may be extended on behalf of the DPCDSB when engaging in discussion of official public matters with those not engaged by the DPCDSB:
 - representatives from other governments;
 - business and industry;
 - public interest groups; or labour groups;
 - providing people from national, international, or charitable organizations with an understanding or appreciation of the DPCDSB;
 - recognition for outstanding achievement (e.g. retirement, meritorious awards, etc.)
- 7.9. When hospitality expenses are submitted for reimbursement, the names of the individuals entertained, their role, and a clearly stated purpose of the hospitality should be provided.

- 7.10 Hospitality may never be offered solely for the benefit of Trustees and/or DPCDSB employees. Examples include office social events, ticket costs for theatre, concert, movie or sporting events, individual retirement parties and holiday lunches or other expenses that do not support board business.
- 7.11 DPCDSB funds cannot be used for spouses/partners of Trustees.
- 7.12 Responsibilities regarding alcoholic beverages at hospitality events:
- Reimbursement of alcohol expenses is allowed only when the appropriate approvals are in place.
 - Hospitality may include the consumption of alcohol at a meal or a reception with invitees as defined above, but only when there is an approved business case.
 - The cost of alcoholic beverages must not exceed the cost of food at a hospitality event.
 - Alcohol should be provided in a responsible manner, e.g., food must always be served when alcohol is available.

Submitting the claim for reimbursement:

- 7.13 All expenses must be documented, and the original itemized receipts are to be included. The claim must include event details regarding:
- agenda;
 - purpose;
 - date(s);
 - location;
 - type of hospitality (breakfast, lunch, dinner, reception, refreshments);
 - attendees listed by name, title and organization;
 - appropriate prior approvals
- 7.14 Hospitality is acceptable for school openings and school closings; and milestone anniversaries (10 years, 15 years, 25 years etc.) as organized by staff.
- 7.15 The following expenses will not be reimbursed:
- Christmas luncheons or dinners
 - Department socials
 - Retirement parties
 - Staff Christmas parties
 - External social events (e.g. Principals/Vice-Principals golf tournament)
 - Staff appreciation lunches other than board wide as identified in [P-1006](#) – Recognition of Service
 - End of year parties/dinners/lunches
 - End of semester parties/dinners/lunches
- 7.16 Exceptions: If Trustees are expected to attend a number of retirement and other functions for staff and peers and association retirement events, these expenditures may be paid from

DPCDSB funds. For example, Trustees can expense attendance at employee and association retirement events when they are attending in their role as Trustees.

- 7.17 Trustees who are considering accepting hospitality from DPCDSB vendors, must also adhere to the provisions described in Board [P-0003](#) – *Code of Conduct - Trustees*.

8. APPROPRIATENESS

- 8.1. Reimbursable expenses are those that relate directly to DPCDSB business, as follows:

Procurement card/credit card to Trustees

- 8.2 Trustees do not receive procurement cards/credit cards since all purchasing of supplies and office equipment is procured through the DPCDSB Supply Chain Management Department and all travel arrangements for Trustees are arranged centrally through the office of the Director of Education.

Cash advances to Trustees

Cash advances or per diems are not provided to Trustees.

Advertising and Newsletters

- 8.3 Advertising and newsletter expenditures by the Trustee are reimbursable and included in the out-of-pocket expenditure guidelines noted in this Policy. However, these types of expenditures become ineligible for reimbursement as of June 30 of an election year.

Meals

- 8.4 Meals are reimbursed at the established meal reimbursement rates. Taxes and gratuities are included in the rates.

9. REASONABLENESS

- 9.1 Each Trustee is allocated up to \$7,800 reimbursement of out-of-pocket expenses on an annual basis (Additional amounts of \$1,500 for the Chair and \$1,000 for Vice-Chair).
- 9.2 For each fiscal year, any expenditure in excess of \$7,800 per annum is to be paid back by the Trustee to the DPCDSB, within 60 days of written notification. If a Trustee underspends his/her budget at the end of the fiscal year, it will be treated like any other cost savings in the DPCDSB overall budget and not carried forward.
- 9.3 Expenditures relating to support for a political party, for a candidate seeking political office or any charity event that is not related directly to the education endeavour of the DPCDSB, are not permitted.

Meal Rules (For conferences and business meetings as prescribed in this policy)

- 9.4 Alcohol cannot be claimed and will not be reimbursed as part of a travel or meal expense. There are no exceptions.
- 9.5 Meal costs are not reimbursable if they are provided as part of the registration fee for the conference, workshop or seminar.
- 9.6 The rates are not an allowance. Meals must be purchased in order to be able to submit a claim for reimbursement. All meal expense claims will be reimbursed after the event or conference for which the expense is being claimed.
- 9.7 When two (2) or more Trustees attend the same conference or workshop, all eligible meal expense reimbursement claims must be submitted individually by each Trustee.

Meal Expenses Paid Personally while attending an approved conference, seminar, workshop, etc.:

- 9.8 Reimbursement claim for personally paid expenses for meals includes an attestation ([GF272](#)) form indicating meals were consumed as claimed and requires a copy of the agenda to be provided. Original receipts are not required.

Other Meal Expenses Paid Personally:

- 9.9 Reimbursement claim for personally paid expenses for meals applicable under 9.13 and 9.14 must include original, itemized receipts, purpose of meal, list of attendees and agenda and reimbursement must not exceed the actual amount spent.

Meal Rates

- 9.10 Meals are categorized by type (i.e. breakfast, lunch and dinner), and subject to the maximum allowable amounts as follows:

Breakfast	\$20.00
Lunch	\$25.00
Dinner	\$50.00
Total	\$95.00

- 9.11 The above maximum amounts include taxes and gratuities.
- 9.12 For meal expenses claimed for events outside Canada the meal allowance amounts are converted to the Canadian dollar equivalent.
- 9.13 Meal expenses may be re-imbursed to Trustees under the following limited situations: Meetings

with Non-Public Sector Employees:

- i. Trustees may conduct a meeting during a meal, in the event they need to meet with a non-Public Sector employee for a length of time and it is the only available time to meet. When considering these expenditures, Trustees shall ensure that they are reasonable, subject to good judgment, exercised in appropriate circumstances, and able to stand up to scrutiny by auditors and members of the public.

9.14 Meetings with Public Sector Employees and Other Trustees:

- i. For meetings **less than 1 hour**, refreshments such as coffee, tea, juice and water may be made available.
- ii. For meetings **greater than 1 hour and less than 4 hours**, beverages and muffins, etc. may be made available.
- iii. For meetings **more than 4 hours** in length and extending over the normal lunch period, a light lunch may be offered to facilitate the flow of the meeting(s). (example: attending school visits all day).
- iv. A meal can be provided where meetings commence in the early morning (breakfast) and over the lunch hour and after 5:00 pm when Trustees are expected to attend.
Example: attending
Board/Committee Meeting starting at 7:00 pm.

9.15 Having a meal to meet with a Principal and/or a Superintendent is not permitted unless the above criteria is met.

9.16 All eligible claims for meals must include original, itemized receipts, names and titles of the individuals in attendance, the business reason for the meal, date, time and location of meeting and a copy of the agenda.

9.17 Please note that expense reimbursements cannot be claimed for meals that are included in the conference or event registration fee. However, special exceptions may be made in circumstances where a Trustee is unable to attend meals which are provided at the conference.

Individual Purchases

9.18 Any individual purchase that is greater than \$500.00 excluding travel expenses, requires prior written approval by resolution of the Board of Trustees.

Gift Giving

9.19 Appropriate token gifts of appreciation, valued up to \$30.00 plus applicable taxes, may be offered in exchange for gifts of service or expertise to people who are not engaged in work for the DPCDSB.

9.20 Unacceptable Gifts:

- Cash
- Alcohol (including gift certificates from alcohol retailers)
- Retirement gifts (*except attendance at retirement events as noted in Hospitality section*)

- Birthday gifts
- Flowers/recognition gifts (i.e. Administrative Day, life events).

Small Token Gifts of Appreciation

- 9.21 Small token gifts of appreciation valued up to \$30.00 plus applicable taxes to employees / Trustees, government employees, employees of other BPS organizations may be provided for work and effort above and beyond. This does not include gifts at Christmas and end-of-year gifts to staff. For example, a gift would be acceptable if an employee attends a session on a Saturday to make a presentation on behalf of the DPCDSB.

Social Events and Life Events

- 9.22 Private collection of funds should be used to provide gifts for recognition of life events (such as births, weddings and anniversaries, birthdays, Christmas and end-of-year gifts).

Bereavement Recognition

- 9.23 Circumstances for bereavement recognition, as appropriate, in the event of death of a direct employee, their spouse or children, current students or parent(s) of current students of the DPCDSB:
- On behalf of the Board of Trustees, the Chair may send flowers, a gift basket or masscard;
 - Trustees may send a Mass card and/or flowers.
- 9.24 Mass cards may be sent by Trustees as deemed appropriate in circumstances beyond those listed above.
- 9.25 The Director of Education has discretion in determining bereavement recognition in circumstances beyond those listed above. The Chair, in discussion with the Director of Education, may request flowers to be sent from the office of the Director, on behalf of the DPCDSB and the Board of Trustees, in circumstances beyond those listed above.

10. INDIRECT COSTS

- 10.1 In addition to the out-of-pocket expenses (up to \$7,800 annually) and the reimbursable expenses noted in this policy, the DPCDSB has an established budget for centralized costs associated with Trustee activities that are absorbed centrally by the DPCDSB, such as:
- Smartphone charges
 - Mileage reimbursement
 - Internet charges
 - Residential telephone (if Trustee does not choose to have a Board issued Smartphone)
 - Home office equipment
 - Central office supplies/equipment
 - Ontario Catholic School Trustee Association (OCSTA) membership fee
 - Administrative support

- Ancillary costs associated with meetings
- Refreshments and meals before Board of Trustees and Committee meetings

11. PROCEDURE FOR REIMBURSEMENT OF BUSINESS-RELATED EXPENDITURES

- 11.1 All expense reimbursements are to be claimed by completing the Trustee Expense Report – Form [GF276T](#).
- 11.2 To substantiate each reimbursement, the claim form must have the following supporting documents attached:
- a) Attestation ([GF272](#)) for meals at conferences, workshops or seminars.
 - b) Original documentation including itemized receipt and proof of payment to support the expenditure.
 - c) Business reasons for the expenditure.
 - d) List of individuals and titles/roles of those in attendance.
 - e) Signature of the claimant to certify the expense claim.
 - f) Agenda (if meeting and/or conference related).
- Please note that credit card vouchers that are not accompanied by an original receipt, are not sufficient for reimbursement.
- 11.3 Expense claims are to be submitted within thirty (30) days after the end of the month.
- 11.4 After the close of the August 31 year-end, submit expenses for reimbursement within ten (10) business days following August 31 of each year.

12. PUBLICATION OF TRUSTEES' ANNUAL EXPENDITURES

- 12.1 By December 31 of each year, the DPCDSB will post each Trustee's annual expenditure by major category, for the last fiscal year, on the DPCDSB website. In addition, centralized costs associated with Trustee activities will also be posted on the DPCDSB website.

13. PROTOCOL FOR APPROVALS

- 13.1. The DPCDSB requires that all business expenditures incurred by any Trustee be subject to approval.
- 13.2. Approvers are accountable for their decisions, which must be:
- subject to good judgment and knowledge of the situation;
 - exercised in appropriate circumstances; and
 - comply with the principles and mandatory requirements set out in this policy
- 13.3 When a situation arises and discretion needs to be exercised, approvers should consider whether the request is:
- able to stand up to scrutiny by the auditors and members of the public/media
 - properly explained and documented
 - fair and equitable

- reasonable
- appropriate

Expenses by the Chair of the Board

- 13.4 The Executive Superintendent of Finance, Chief Financial Officer and Treasurer, and in his/her absence, the Superintendent of Financial Services, shall certify that the Chair's claimed expenses comply with DPCDSB policy and recommends that the Director of Education approve the expense claim for reimbursement. The Director of Education then approves reimbursement of expenses claimed by the Chair.

Expenses by Individual Trustees

The Executive Superintendent of Finance, Chief Financial Officer and Treasurer, and in his/her absence, the Superintendent of Financial Services, shall certify that the Trustee expenses claimed comply with DPCDSB policy. The Chair, and in his/her absence, the Vice-Chair, shall then approve the expense claim for reimbursement.

14. DISPUTES REGARDING ELIGIBILITY OF EXPENSES

- 14.1. In cases where an expense being claimed by a Trustee has been declared ineligible as it may be deemed as inappropriate or unreasonable, the Trustee may contest the decision during a public session of a meeting of the Board of Trustees and seek the approval of the expenditure, through a Board of Trustees' motion.



DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD	
<u>POLICY</u>	
POLICY NUMBER:	P-0007
SUBJECT:	STUDENT TRUSTEES
REFERENCE:	<i>Education Act</i> – RSO 1990, Sec. 55 Ontario Regulation 7/07 Government of Ontario Broader Public Sector (BPS) Expense Directive Government of Ontario BPS Perquisite Directive P-0005 Trustee Honoraria and Expenses P-0003 Code of Conduct – Trustees P-7000 Supply Chain Management GAP0003 Student Trustees GAP7004 Travel, Meals, Hospitality and Other Business Expenses
EFFECTIVE DATE:	(598) March 23, 2007
AMENDED DATE:	(308) November 22, 2011; (297) November 26, 2013; (115) March 24, 2015; June 16, 2020; April 2021; November 29, 2022; May 23, 2023; <u>June 17, 2025</u>

“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”

1 Peter 4:10

1. It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) that three student trustees be included on the Board of Trustees, to serve for a term of one year each. The inclusion of student trustees enables the perspective of students to be considered in the decisions of members of the Board of Trustees and provides students with valuable ~~learning experiences~~ learning experiences.
2. Two student trustees shall be known as “Student Trustees” and one shall be known as the “Indigenous Student Trustee”.
3. One Student Trustee will be elected from a Mississauga ~~School~~ school and one Student Trustee will be elected from a Brampton, Caledon, or Dufferin school.
4. Indigenous Student Trustee candidates will be identified through consensus by the Indigenous Education Council. Approved candidates shall be identified from among interested students who identify as First Nation, Métis, and/or Inuit.
5. The Indigenous Student Trustee shall be elected by Indigenous Student Council members, in consultation with the Indigenous Education Council.
6. Each Student Trustee is expected to be a strong advocate for Catholic education, informed by sacred traditions, sacred scripture, and a Catholic faith perspective.

7. In addition to other components of their role as a student trustee generally, the Indigenous Student Trustee shall obtain and share student input, ~~opinion~~opinions, and concerns, particularly from Indigenous students attending DPCDSB Catholic schools. ~~This~~The Indigenous Student Trustee shall also advocate for Catholic education, informed by sacred traditions, sacred scripture, and a Catholic faith perspective.
8. DPCDSB policy shall be in accordance with Ontario Regulation 7/07, made under the *Education Act*, as amended and with any policies and guidelines established by the Minister under paragraph 3.5 of subsection 8 (1) of the *Education Act*.
9. Student Trustee and Indigenous Student Trustee duties ~~will~~ include keeping the Board of Trustees ~~appraised~~apprised through regular reports to the Board of Trustees at ~~committee-~~and/or regular ~~board~~Board of Trustees' meetings and/or meetings of its committees, as appropriate. Individual ~~student trustee~~Student Trustee and Indigenous Student Trustee duties encompass responsibility to the entire DPCDSB.
10. Student Trustee and Indigenous Student Trustee duties include sitting at the governing table representing the students of DPCDSB and the Catholic faith traditions of the school board. Recognizing that a Catholic ethos exists at the governing table, ~~student trustees~~Student Trustees and the Indigenous Student Trustee must be aware of the tenets of the Catholic faith.
11. This policy and *General Administrative Procedure* GAP0003 – *Student Trustees* enumerate requirements, expectations, and related procedures regarding the identification, election, and responsibilities of the Student Trustees and the Indigenous Student Trustee in DPCDSB.



DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD	
<u>POLICY</u>	
POLICY NUMBER:	P-0007
SUBJECT:	STUDENT TRUSTEES
REFERENCE:	<i>Education Act</i> – RSO 1990, Sec. 55 Ontario Regulation 7/07 Government of Ontario Broader Public Sector (BPS) Expense Directive Government of Ontario BPS Perquisite Directive P-0005 Trustee Honoraria and Expenses P-0003 Code of Conduct – Trustees P-7000 Supply Chain Management GAP0003 Student Trustees GAP7004 Travel, Meals, Hospitality and Other Business Expenses
EFFECTIVE DATE:	(598) March 23, 2007
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“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”

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1. It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) that three student trustees be included on the Board of Trustees, to serve for a term of one year each. The inclusion of student trustees enables the perspective of students to be considered in the decisions of members of the Board of Trustees and provides students with valuable learning experiences.
2. Two student trustees shall be known as “Student Trustees” and one shall be known as the “Indigenous Student Trustee”.
3. One Student Trustee will be elected from a Mississauga school and one Student Trustee will be elected from a Brampton, Caledon, or Dufferin school.
4. Indigenous Student Trustee candidates will be identified through consensus by the Indigenous Education Council. Approved candidates shall be identified from among interested students who identify as First Nation, Métis, and/or Inuit.
5. The Indigenous Student Trustee shall be elected by Indigenous Student Council members, in consultation with the Indigenous Education Council.
6. Each Student Trustee is expected to be a strong advocate for Catholic education, informed by sacred traditions, sacred scripture, and a Catholic faith perspective.

7. In addition to other components of their role as a student trustee generally, the Indigenous Student Trustee shall obtain and share student input, opinions, and concerns, particularly from Indigenous students attending DPCDSB Catholic schools. The Indigenous Student Trustee shall also advocate for Catholic education, informed by sacred traditions, sacred scripture, and a Catholic faith perspective.
8. DPCDSB policy shall be in accordance with Ontario Regulation 7/07, made under the *Education Act*, as amended and with any policies and guidelines established by the Minister under paragraph 3.5 of subsection 8 (1) of the *Education Act*.
9. Student Trustee and Indigenous Student Trustee duties include keeping the Board of Trustees apprised through regular reports to the Board of Trustees at regular Board of Trustees' meetings and/or meetings of its committees, as appropriate. Individual Student Trustee and Indigenous Student Trustee duties encompass responsibility to the entire DPCDSB.
10. Student Trustee and Indigenous Student Trustee duties include sitting at the governing table representing the students of DPCDSB and the Catholic faith traditions of the school board. Recognizing that a Catholic ethos exists at the governing table, Student Trustees and the Indigenous Student Trustee must be aware of the tenets of the Catholic faith.
11. This policy and *General Administrative Procedure* [GAP0003](#) – *Student Trustees* enumerate requirements, expectations, and related procedures regarding the identification, election, and responsibilities of the Student Trustees and the Indigenous Student Trustee in DPCDSB.

GENERAL ADMINISTRATIVE PROCEDURE GAP

SECTION:	BOARD GOVERNANCE
GAP NUMBER:	GAP0003
SUBJECT:	Student Trustees
REFERENCE:	P-0007 Student Trustees Education Act – RSO 1990, Sec. 55 Ontario Regulation 7/07 Government of Ontario Broader Public Sector (BPS) Expense Directive Government of Ontario BPS Perquisite Directive P-0005 Trustee Honoraria and Expenses P-0003 Code of Conduct – Trustees P-7000 Supply Chain Management GAP7004 Travel, Meals, Hospitality and Other Business Expenses
EFFECTIVE DATE:	May 23, 2023; <u>June 17, 2025</u>

“...making every effort to maintain the unity of the Spirit in the bond of peace.”

Ephesians 4:3

1. PURPOSE

- 1.1. ~~It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) that three student trustees be included on~~ [P-0007: Student Trustees \(P-0007\)](#) ~~requires the election of two Student Trustees and one Indigenous Student Trustee (each term as defined in P-0005) to the Board of Trustees, to serve for a term of one year each. The inclusion of student trustees~~ [Student Trustees and the Indigenous Student Trustee](#) enables the perspective of students to be considered in the decisions of members of the Board of Trustees and provides students with valuable learning experiences.
- 1.2. ~~Two student trustees shall be known as “Student Trustees” and one shall be known as the “Indigenous Student Trustee”.~~
- 1.3. ~~One Student Trustee will be elected from a Mississauga School and one Student Trustee will be elected from a Brampton, Caledon, or Dufferin school.~~
- 1.4. ~~Eligible Indigenous Student Trustee candidates will be identified through consensus by the Indigenous Education Council. Approved candidates shall be identified from among interested students who identify as First Nation, Métis, and/or Inuit.~~
- 1.5. ~~The Indigenous Student Trustee shall be elected by Indigenous Student Council members, in consultation with the Indigenous Education Council.~~
- 1.6. ~~Each Student Trustee is expected to be a strong advocate for Catholic education, informed by sacred traditions, sacred scripture, and a Catholic faith perspective.~~
- 1.7. ~~In addition to other components of their role as a student trustee generally, the Indigenous Student Trustee shall obtain and share student input, opinion, and concerns, particularly from Indigenous students attending DPCDSB Catholic schools. This Student Trustee shall also advocate for Catholic education, informed by sacred traditions, sacred scripture, and a Catholic faith perspective.~~

- ~~1.8. DPCDSB policy shall be in accordance with Ontario Regulation 7/07, made under the Education Act, as amended (Act) and with any policies and guidelines established by the Minister under paragraph 3.5 of subsection 8 (1) of the Act.~~
- ~~1.9. Student Trustee duties will include keeping the Board of Trustees apprised through regular reports to the Board of Trustees at committee and/or regular board meetings, as appropriate. Individual student trustee duties encompass responsibility to the entire DPCDSB.~~
- 1.10. Student Trustee duties include sitting at the governing table representing the students of DPCDSB and the Catholic faith traditions of the school board. Recognizing that a Catholic ethos exists at the governing table, student trustees must be aware of the tenets of the Catholic faith.

2. ELIGIBILITY

- 2.1. A person is qualified to act as a Student Trustee if they are enrolled in a senior division of a DPCDSB secondary school ~~of the DPCDSB~~ and they:
- a) are a 'full-time pupil' or
 - b) are an exceptional pupil in a special education program for whom the DPCDSB has reduced the length of the instructional program on each school day as permitted by subsection 3 (3) of *Ontario Regulation 298* (Operations of Schools – General), under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced; and
 - c) shall, if under the age of 18, provide written confirmation of support and acknowledgement of their responsibilities from ~~their parent~~their parent/guardian;
 - d) shall sign a *Confidentiality Agreement*;
 - e) will commit the necessary time to attend meetings and perform the duties and responsibilities of a student representative;
 - f) shall acknowledge the responsibilities and consequences of ~~becoming disqualified~~becoming disqualified.
- 2.2. A person is qualified to act as an Indigenous Student Trustee if they fulfill the requirements of 2.1 a) through f) above and identify as First Nation, Métis, and/or Inuit.

3. RESPONSIBILITIES

- 3.1. The responsibilities of each of the Student Trustees and the Indigenous Student Trustee include the following:
- a) To attend ~~regularly~~regular meetings of the Board of Trustees and ~~Trustee~~its Committees. Student Trustees and the Indigenous Student Trustee are prohibited from being present during in-camera discussions in which the subject matter includes intimate, personal, or financial information of a member of the DPCDSB or committee, an employee or prospective employee of the DPCDSB, or a pupil or their parent(s) ~~or guardian~~or guardian(s);

- b) To be knowledgeable about and comply with DPCDSB By-Law/Policies/Regulations ~~and, including~~ P-0003: Code of Conduct – Trustees;
- c) To maintain on-going contact and dialogue with Student Councils throughout the DPCDSB to ensure that the interests of students continue to be represented on the Board of Trustees;
- d) To maintain, in the case of the Indigenous Student Trustee, on-going contact and dialogue with the Indigenous Student Council and the Indigenous ~~Education Council~~ Education Council;
- e) To serve as a student liaison representative for the Board of Trustees at ~~various events~~ various events;
- f) To consider signing an oath of office or to provide, in lieu of signing an oath of office, a formal commitment that states they will undertake as their duty as a DPCDSB Student Trustee ~~of DPCDSB or Indigenous Student Trustee, as the case may be,~~ to use their best efforts and all reasonable means to promote the continued protection of the denominational rights and privileges of Roman Catholics, as recognized by the law and guaranteed by Section 93 of *The Constitution Act, 1867*; and of the continued provision of a fair share of education funding; and of such other measures as the Board of Trustees from time to time ~~deems necessary~~ deems necessary;
- g) To participate in faith formation opportunities and liturgical celebrations such as the mass prior to the annual organizational meeting of the Board of Trustees, retreats for elected officials, and religious holidays. Student Trustees and the Indigenous Student Trustee are also expected to work with the DPCDSB staff liaison to lead Student Senate faith formation activities. Any exemptions to the preceding duties may be addressed on a case-by-case basis.

4. TERM OF OFFICE

- 4.1. The term of office for each of the Student Trustees and the Indigenous Student Trustee shall be one year, commencing August 1 to and including July 31 of the ~~following year~~ following year.

5. TRAVEL

- 5.1. In all cases where the Student Trustees and the Indigenous Student Trustee travel outside the jurisdiction of the DPCDSB, in carrying out their duties as Student Trustees or the Indigenous Student Trustee, as the case may be, and where they are under the age of 18, written parent/guardian consent is required.
- 5.2. Student Trustees and the Indigenous Student Trustee attend provincial gatherings of the Ontario Catholic School Trustees Associations and the Ontario Catholic Student Trustees Association, which include opportunities for Catholic faith formation, in-services, and dialogue from a Catholic faith perspective.
- 5.3. In addition to provincial gatherings of the Ontario Catholic School Trustees Associations and the Ontario Catholic Student Trustees Association, the Indigenous Student Trustee may attend gatherings of Indigenous Leads from across Ontario.

6. MENTORS

- 6.1. Each of the Student Trustees and Indigenous Student Trustee will be assigned a member of the Board of Trustees to serve as their mentor during the student's term of office.

7. DISQUALIFICATION

- 7.1. A Student Trustee or Indigenous Student Trustee who ceases to be qualified, must resign from the position. The principal/or designate of the Student Trustee or Indigenous Student Trustee will monitor their qualification and apprise the Chair and Vice Chair of the Board of Trustees should any concerns arise during the student's term of office.
- 7.2. A Student Trustee or Indigenous Student Trustee will not be qualified to act as Student Trustee or Indigenous Student Trustee if they are not a full-time pupil of the DPCDSB; **are suspended or expelled**, and/or are serving a sentence of imprisonment in a penal or correctional institution.

8. VACANCY

- 8.1. In the event a vacancy arises prior to the expiration of the term of a Student Trustee, the Board of Trustees shall:
- a) if the vacancy arises on or prior to the last day of February during the outgoing Student Trustee's term, direct the Director of Education to hold a by-election in the same manner as a regular election process for student trustees, with necessary modifications; or
 - b) if the vacancy arises after March 1 during the outgoing student trustees' term, either maintain the seat as vacant for the remainder of the term or appoint the student trustees elected for the following term to serve the remainder of the outgoing student trustee's term.
- 8.2. In the event a vacancy arises prior to the expiration of the term of an Indigenous Student Trustee, the Board of Trustees shall:
- a) if the vacancy arises on or prior to the last day of February during the outgoing Indigenous Student Trustee's term, direct the Director of Education to request that the Indigenous Education Council meet identify candidates for a by-election of a new Indigenous Student Trustee; or
 - b) if the vacancy arises after March 1 during the outgoing Indigenous Student Trustee's term, either maintain the seat as vacant for the remainder of the term or appoint the Indigenous Student Trustee identified for the following term to serve the remainder of the outgoing Indigenous Student Trustee's term.

9. STUDENT TRUSTEE ELECTION PROCESS

- 9.1. An election shall be held no later than the last day of February each year. The Student Trustees shall be elected via the following procedure:
- a) Prior to the end of February of each year, the principal of each secondary school will meet with interested candidates from the student body to discuss the role, the commitment and the responsibilities, of a Student Trustee;
 - b) The principal will counsel the members regarding the academic and behavioral expectations and the workload for the position of Student Trustee;
 - c) Each candidate for the position of Student Trustee will submit a completed *Application for Student Trustee* to their principal;
 - d) In consultation with the principal, the school will hold a school-wide election to determine the Student Trustee candidate from their school;
 - e) In February, the appropriate Instructional Superintendent will convene a meeting of all candidates and the Student Council Prime Ministers or voting representatives from each secondary school;
 - f) Candidates will have an opportunity to make presentations that speak to their suitability to represent the interests of students on the Board of Trustees;
 - g) The Student Council Prime Ministers or voting representatives from each school will elect two candidates in accordance with DPCDSB-approved procedures;
 - h) Before March 31, the appropriate Instructional Superintendent will advise the Board of Trustees of the Student Trustees elected;
 - i) The names of the two elected Student Trustees are to be provided to the Ministry of Education within 30 days after the election or ~~the~~ by-election.

†)

10. ELECTION OF THE INDIGENOUS STUDENT TRUSTEE

- 10.1. The Indigenous Student Trustee shall be elected via the following procedure:
- a) Students may make their interest known to the Indigenous Education Department or the Indigenous Education Council at any point during the first semester of the school year.
 - b) Prior to the end of February of each year, the Indigenous Education Department will meet with interested candidates from the student body to discuss the role, the commitment and the responsibilities, of an Indigenous Student Trustee;

~~a)c)~~ _____ The Indigenous Education Department will counsel the members regarding the academic and behavioral expectations and the workload for the position of Indigenous Student Trustee;

~~e)d)~~ _____ Each candidate for the position of Indigenous Student Trustee will submit a completed *Application for Indigenous Student Trustee* to their principal and/or the Indigenous Education Department;

~~e)e)~~ _____ The school principal shall submit the names of all interested Indigenous students to the Indigenous Education Department;

~~e)f)~~ The Indigenous Education Department shall submit the applications to the Superintendent of the Equity, Policy, Strategy, Research Department and the Indigenous Education Council for consideration;

~~f)g)~~ Candidates will have an opportunity to make presentations to the Indigenous Education Council regarding their suitability to represent the interests of Indigenous students on the Board of Trustees;

~~g)h)~~ _____ The Indigenous Education Council shall approve, by consensus, the Indigenous Student Trustee candidates eligible for election;

~~h)i)~~ Through the Indigenous Student Council, the Indigenous Education Department shall invite DPCDSB students identifying as First Nations, Métis, and/or Inuit to elect the Indigenous Student Trustee from the approved candidates;

~~h)i)~~ Before March 31, the Superintendent of the Equity, Policy, Strategy, Research Department will advise the Board of Trustees of the Indigenous Student ~~Trusteeelected~~ Trustee elected;

~~j)k)~~ The name of the elected Indigenous Student Trustee is to be provided to the Ministry of Education within 30 days after the appointment.

11. ORIENTATION

11.1. Orientation for the new Student Trustees and Indigenous Student Trustee will be the responsibility of the Chair and Vice Chair of the Board of Trustees, with support ~~fromthe~~ from the entire Board of Trustees.

12. HONORARIA

12.1. DPCDSB will issue the Student Trustees and Indigenous Student Trustee an honorarium in compliance with applicable laws, including *Ontario Regulation 7/07* under the Act.

12.2. The specifics of the honorarium will be communicated to the Student

~~Trustees and~~ Trustees and Indigenous Student Trustee prior to the commencement of their term.

- 12.3. The Student Trustees and Indigenous Student Trustee shall be reimbursed for out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Student Trustees or Indigenous Student Trustee in accordance with [P-0005 Trustee Honoraria and Expenses](#), as amended.

13. VOTING

- 13.1. The Student Trustees and Indigenous Student Trustee may call for a non-binding, advisory vote during public Board of Trustees' meetings, public meetings of Committees of which they are members, and in-camera meetings at which they are permitted to attend. In such a case, there must be two votes:
- a) A non-binding vote that includes the Student Trustees' and Indigenous Student Trustee's vote; and
 - b) A recorded binding vote that does not include the Student Trustees' and Indigenous Student Trustee's vote;
- 13.2. The Student Trustees and Indigenous Student Trustee are not entitled to move a motion but are entitled to suggest a motion on any matter. If the motion is not moved by a member of the Board of Trustees or of the Committee, the record shall show the suggested motion.

14. IN-CAMERA MEETINGS

- 14.1. Student Trustees and Indigenous Student Trustee may attend in-camera meetings, pursuant to section 207(2) of the Act, when the subject matter under consideration involves:
- a) The security of the property of the DPCDSB;
 - b) The acquisition or disposal of a school site;
 - c) Decisions in respect of negotiations with employees of the DPCDSB; or
 - d) Litigation affecting the DPCDSB.
- 14.2. The Student Trustees and Indigenous Student Trustee may not attend in-camera meetings in the following circumstances:
- a) The Student Trustees and/or Indigenous Student Trustee declares an interest; and/or
 - b) Any of the subject matter, including the subject matter in subsections a), b), c), and d) above, reveals intimate, personal, or financial information in respect of a member of the Board of Trustees or a Committee, an employee or prospective employee of the DPCDSB, or a pupil or their parent(s)/guardian(s).

15. ACCESS TO DPCDSB RESOURCES

~~15.1.~~ 15.1 Student Trustees and Indigenous Student Trustee ~~have the same~~ may be provided with access to DPCDSB technology to fulfill their respective roles only if available, advisable and determined necessary by the Director of Education. Access to professional development opportunities and conferences, ~~etc., as provided to members of~~ shall be determined by the ~~Board~~ Director of Trustees. ~~The Student Trustees and Indigenous Student Trustee shall have~~ Education in consultation with the same access to material and information as trustees to allow for participation at meetings of the DPCDSB and at meetings of Committees Chair of the Board of Trustees.



GENERAL ADMINISTRATIVE PROCEDURE GAP

SECTION:	BOARD GOVERNANCE
GAP NUMBER:	GAP0003
SUBJECT:	Student Trustees
REFERENCE:	P-0007 Student Trustees <i>Education Act</i> – RSO 1990, Sec. 55 Ontario Regulation 7/07 Government of Ontario Broader Public Sector (BPS) Expense Directive Government of Ontario BPS Perquisite Directive P-0005 Trustee Honoraria and Expenses P-0003 Code of Conduct – Trustees P-7000 Supply Chain Management GAP7004 Travel, Meals, Hospitality and Other Business Expenses
EFFECTIVE DATE:	May 23, 2023; June 17, 2025

“...making every effort to maintain the unity of the Spirit in the bond of peace.”

Ephesians 4:3

1. PURPOSE

- 1.1. Dufferin-Peel Catholic District School Board (DPCDSB) P-0007: *Student Trustees* (P-0007) requires the election of two Student Trustees and one Indigenous Student Trustee (each term as defined in P-0005) to the Board of Trustees, to serve for a term of one year each. The inclusion of Student Trustees and the Indigenous Student Trustee enables the perspective of students to be considered in the decisions of members of the Board of Trustees and provides students with valuable learning experiences.

2. ELIGIBILITY

- 2.1. A person is qualified to act as a Student Trustee if they are enrolled in a senior division of a DPCDSB secondary school and they:
 - a) are a ‘full-time pupil’ or
 - b) are an exceptional pupil in a special education program for whom the DPCDSB has reduced the length of the instructional program on each school day as permitted by subsection 3 (3) of *Ontario Regulation 298* (Operations of Schools – General), under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced; and
 - c) shall, if under the age of 18, provide written confirmation of support and acknowledgement of their responsibilities from their parent/guardian;
 - d) shall sign a *Confidentiality Agreement*;
 - e) will commit the necessary time to attend meetings and perform the duties and

responsibilities of a student representative;

f) shall acknowledge the responsibilities and consequences of becoming disqualified.

2.2. A person is qualified to act as an Indigenous Student Trustee if they fulfill the requirements of 2.1 a) through f) above and identify as First Nation, Métis, and/or Inuit.

3. RESPONSIBILITIES

3.1. The responsibilities of each of the Student Trustees and the Indigenous Student Trustee include the following:

- a) To attend regular meetings of the Board of Trustees and its Committees. Student Trustees and the Indigenous Student Trustee are prohibited from being present during in-camera discussions in which the subject matter includes intimate, personal, or financial information of a member of the DPCDSB or committee, an employee or prospective employee of the DPCDSB, or a pupil or their parent(s) or guardian(s);
- b) To be knowledgeable about and comply with DPCDSB By-Law/Policies/Regulations, including [P-0003: Code of Conduct – Trustees](#);
- c) To maintain on-going contact and dialogue with Student Councils throughout the DPCDSB to ensure that the interests of students continue to be represented on the Board of Trustees;
- d) To maintain, in the case of the Indigenous Student Trustee, on-going contact and dialogue with the Indigenous Student Council and the Indigenous Education Council;
- e) To serve as a student liaison representative for the Board of Trustees at various events;
- f) To consider signing an oath of office or to provide, in lieu of signing an oath of office, a formal commitment that states they will undertake as their duty as a DPCDSB Student Trustee or Indigenous Student Trustee, as the case may be, to use their best efforts and all reasonable means to promote the continued protection of the denominational rights and privileges of Roman Catholics, as recognized by the law and guaranteed by Section 93 of *The Constitution Act, 1867*; and of the continued provision of a fair share of education funding; and of such other measures as the Board of Trustees from time to time deems necessary;
- g) To participate in faith formation opportunities and liturgical celebrations such as the mass prior to the annual organizational meeting of the Board of Trustees, retreats for elected officials, and religious holidays. Student Trustees and the Indigenous Student Trustee are also expected to work with the DPCDSB staff liaison to lead Student Senate faith formation activities. Any exemptions to the preceding duties may be addressed on a case-by-case basis.

4. TERM OF OFFICE

4.1. The term of office for each of the Student Trustees and the Indigenous Student Trustee

shall be one year, commencing August 1 to and including July 31 of the following year.

5. TRAVEL

- 5.1. In all cases where the Student Trustees and the Indigenous Student Trustee travel outside the jurisdiction of the DPCDSB, in carrying out their duties as Student Trustees or the Indigenous Student Trustee, as the case may be, and where they are under the age of 18, written parent/guardian consent is required.
- 5.2. Student Trustees and the Indigenous Student Trustee attend provincial gatherings of the Ontario Catholic School Trustees Associations and the Ontario Catholic Student Trustees Association, which include opportunities for Catholic faith formation, in-services, and dialogue from a Catholic faith perspective.
- 5.3. In addition to provincial gatherings of the Ontario Catholic School Trustees Associations and the Ontario Catholic Student Trustees Association, the Indigenous Student Trustee may attend gatherings of Indigenous Leads from across Ontario.

6. MENTORS

- 6.1. Each of the Student Trustees and Indigenous Student Trustee will be assigned a member of the Board of Trustees to serve as their mentor during the student's term of office.

7. DISQUALIFICATION

- 7.1. A Student Trustee or Indigenous Student Trustee who ceases to be qualified, must resign from the position. The principal/or designate of the Student Trustee or Indigenous Student Trustee will monitor their qualification and apprise the Chair and Vice Chair of the Board of Trustees should any concerns arise during the student's term of office.
- 7.2. A Student Trustee or Indigenous Student Trustee will not be qualified to act as Student Trustee or Indigenous Student Trustee if they are not a full-time pupil of the DPCDSB; **are suspended or expelled**, and/or are serving a sentence of imprisonment in a penal or correctional institution.

8. VACANCY

- 8.1. In the event a vacancy arises prior to the expiration of the term of a Student Trustee, the Board of Trustees shall:
 - a) if the vacancy arises on or prior to the last day of February during the outgoing Student Trustee's term, direct the Director of Education to hold a by-election in the same manner as a regular election process for student trustees, with necessary modifications; or
 - b) if the vacancy arises after March 1 during the outgoing student trustees' term, either maintain the seat as vacant for the remainder of the term or appoint the student trustees elected for the following term to serve the remainder of the outgoing student trustee's term.

8.2. In the event a vacancy arises prior to the expiration of the term of an Indigenous Student Trustee, the Board of Trustees shall:

- a) if the vacancy arises on or prior to the last day of February during the outgoing Indigenous Student Trustee's term, direct the Director of Education to request that the Indigenous Education Council meet identify candidates for a by-election of a new Indigenous Student Trustee; or
- b) if the vacancy arises after March 1 during the outgoing Indigenous Student Trustee's term, either maintain the seat as vacant for the remainder of the term or appoint the Indigenous Student Trustee identified for the following term to serve the remainder of the outgoing Indigenous Student Trustee's term.

9. STUDENT TRUSTEE ELECTION PROCESS

9.1. An election shall be held no later than the last day of February each year. The Student Trustees shall be elected via the following procedure:

- a) Prior to the end of February of each year, the principal of each secondary school will meet with interested candidates from the student body to discuss the role, the commitment and the responsibilities, of a Student Trustee;
- b) The principal will counsel the members regarding the academic and behavioral expectations and the workload for the position of Student Trustee;
- c) Each candidate for the position of Student Trustee will submit a completed *Application for Student Trustee* to their principal;
- d) In consultation with the principal, the school will hold a school-wide election to determine the Student Trustee candidate from their school;
- e) In February, the appropriate Instructional Superintendent will convene a meeting of all candidates and the Student Council Prime Ministers or voting representatives from each secondary school;
- f) Candidates will have an opportunity to make presentations that speak to their suitability to represent the interests of students on the Board of Trustees;
- g) The Student Council Prime Ministers or voting representatives from each school will elect two candidates in accordance with DPCDSB-approved procedures;
- h) Before March 31, the appropriate Instructional Superintendent will advise the Board of Trustees of the Student Trustees elected;
- i) The names of the two elected Student Trustees are to be provided to the Ministry of Education within 30 days after the election or by-election.

10. ELECTION OF THE INDIGENOUS STUDENT TRUSTEE

10.1. The Indigenous Student Trustee shall be elected via the following procedure:

- a) Students may make their interest known to the Indigenous Education Department or the Indigenous Education Council at any point during the first semester of the school year.
- b) Prior to the end of February of each year, the Indigenous Education Department will meet with interested candidates from the student body to discuss the role, the commitment and the responsibilities, of an Indigenous Student Trustee;
- c) The Indigenous Education Department will counsel the members regarding the academic and behavioral expectations and the workload for the position of Indigenous Student Trustee;
- d) Each candidate for the position of Indigenous Student Trustee will submit a completed *Application for Indigenous Student Trustee* to their principal and/or the Indigenous Education Department;
- e) The school principal shall submit the names of all interested Indigenous students to the Indigenous Education Department;
- f) The Indigenous Education Department shall submit the applications to the Superintendent of the Equity, Policy, Strategy, Research Department and the Indigenous Education Council for consideration;
- g) Candidates will have an opportunity to make presentations to the Indigenous Education Council regarding their suitability to represent the interests of Indigenous students on the Board of Trustees;
- h) The Indigenous Education Council shall approve, by consensus, the Indigenous Student Trustee candidates eligible for election;
- i) Through the Indigenous Student Council, the Indigenous Education Department shall invite DPCDSB students identifying as First Nations, Métis, and/or Inuit to elect the Indigenous Student Trustee from the approved candidates;
- j) Before March 31, the Superintendent of the Equity, Policy, Strategy, Research Department will advise the Board of Trustees of the Indigenous Student Trustee elected;
- k) The name of the elected Indigenous Student Trustee is to be provided to the Ministry of Education within 30 days after the appointment.

11. ORIENTATION

- 11.1. Orientation for the new Student Trustees and Indigenous Student Trustee will be the responsibility of the Chair and Vice Chair of the Board of Trustees, with support from the entire Board of Trustees.

12. HONORARIA

- 12.1. DPCDSB will issue the Student Trustees and Indigenous Student Trustee an honorarium in compliance with applicable laws, including *Ontario Regulation 7/07* under the Act.
- 12.2. The specifics of the honorarium will be communicated to the Student Trustees and Indigenous Student Trustee prior to the commencement of their term.
- 12.3. The Student Trustees and Indigenous Student Trustee shall be reimbursed for out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Student Trustees or Indigenous Student Trustee in accordance with [P-0005 Trustee Honoraria and Expenses](#), as amended.

13. VOTING

- 13.1. The Student Trustees and Indigenous Student Trustee may call for a non-binding, advisory vote during public Board of Trustees' meetings, public meetings of Committees of which they are members, and in-camera meetings at which they are permitted to attend. In such a case, there must be two votes:
- a) A non-binding vote that includes the Student Trustees' and Indigenous Student Trustee's vote; and
 - b) A recorded binding vote that does not include the Student Trustees' and Indigenous Student Trustee's vote;
- 13.2. The Student Trustees and Indigenous Student Trustee are not entitled to move a motion but are entitled to suggest a motion on any matter. If the motion is not moved by a member of the Board of Trustees or of the Committee, the record shall show the suggested motion.

14. IN-CAMERA MEETINGS

- 14.1. Student Trustees and Indigenous Student Trustee may attend in-camera meetings, pursuant to section 207(2) of the Act, when the subject matter under consideration involves:
- a) The security of the property of the DPCDSB;
 - b) The acquisition or disposal of a school site;
 - c) Decisions in respect of negotiations with employees of the DPCDSB; or

d) Litigation affecting the DPCDSB.

14.2. The Student Trustees and Indigenous Student Trustee may not attend in-camera meetings in the following circumstances:

- a) The Student Trustees and/or Indigenous Student Trustee declares an interest; and/or
- b) Any of the subject matter, including the subject matter in subsections a), b), c), and d) above, reveals intimate, personal, or financial information in respect of a member of the Board of Trustees or a Committee, an employee or prospective employee of the DPCDSB, or a pupil or their parent(s)/guardian(s).

15. ACCESS TO DPCDSB RESOURCES

15.1 Student Trustees and Indigenous Student Trustee may be provided with access to DPCDSB technology to fulfill their respective roles only if available, advisable and determined necessary by the Director of Education. Access to professional development opportunities and, conferences shall be determined by the Director of Education in consultation with the Chair of the Board of Trustees.

RECOMMENDATION TO THE BOARD

REPORT NUMBER H 2

MOTIONS RECOMMENDED BY THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE, JUNE 3, 2025

1. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-0003 CODE OF CONDUCT – TRUSTEE* AS AMENDED.
2. THAT THE BOARD OF TRUSTEES APPROVE THE RESCISSION OF POLICY *7013 LEGAL EXPENSE INSURANCE COVERAGE*.
3. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-4000 STUDENT HEALTH SERVICES* AS AMENDED.
4. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-2010 STUDENT TRANSPORTATION SERVICES (HOME TO SCHOOL)* AS AMENDED.
5. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT NEW POLICY *P-8009 ENROLMENT MANAGEMENT*.
6. THAT THE BOARD OF TRUSTEES APPROVE THE RESCISSION OF *GAP8015 SCHOOL CONSOLIDATION*.
7. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-2003 ASSESSMENT AND EVALUATION* AS AMENDED.
8. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-4005 CONCUSSIONS* AS AMENDED.
9. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-4001 ACCIDENTS AND ILLNESS* AS AMENDED.
10. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-2000 ADMISSIONS* AS AMENDED.
11. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-2007 ACCESS TO REGIONAL PROGRAMS OF CHOICE* AS AMENDED.
12. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-2008 STUDENT INSURANCE* AS AMENDED.
13. THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *P-4007 PHYSICAL RESTRAINT* AS AMENDED.



DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
Board Policy Number:	P-0003
Subject:	Code of Conduct – Trustees
Effective Date:	(257) April 27, 2004; (154) Revised April 27, 2010; (111) February 28, 2017; August 27, 2024, <u>June 17, 2025</u>

“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.” (1 Peter 4:10)

1. PREAMBLE

~~Whereas the~~The aim of Catholic education and the Dufferin-Peel Catholic District School Board ~~(the “Board(“DPCDSB”)~~ is ~~the development of each student toward~~to foster personal fulfillment and responsible citizenship in each student, motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ, ~~each member of the board of trustees (“trustee.~~ Each DPCDSB Trustee (“Trustee”) shall, ~~within the~~ accordingly perform their duties as prescribed by ~~applicable laws and regulations, and law,~~ reflecting a ministry within the Catholic Church, and complying with this Code of Conduct,

- a) ~~acknowledge~~acknowledging through their words and actions that Catholic schools are an expression of the teaching mission of the Catholic Church;_i
- b) ~~provide~~providing an example to the Catholic community by ~~active participation~~actively participating in the communal life of a parish, and by ~~a~~ personal lifestyle choices that reflects the teaching of the Catholic Church;_i
- c) ~~provide~~providing the best possible governance for Catholic education ~~according to;~~
- e)d) Continuing to improve their understanding of current Catholic educational research and practices, including the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education;_i
- d) ~~recognize and defend the democratic and corporate authority of the Board.~~
- e) ~~respect the confidentiality of the Board.~~
- f) ~~strictly comply with all Board policies, including this Policy 1.02: Code of Conduct – Trustees (Trustee Code of Conduct), and any applicable Board by-law, resolution, and/or procedure.~~
- g) ~~ensure the affairs of the board are conducted with openness, justice and compassion.~~
- h) ~~work to improve personal knowledge of current Catholic educational research and practices.~~

i)e) ~~affirm~~ affirming a strong sense of Christian Catholic community. ~~And~~

j)f) ~~provide~~ providing support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic education in Canada.

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Application

2. APPLICATION

This Trustee Code of Conduct is applicable to all ~~trustees. A trustee's failure to comply with this Trustee~~ DPCDSB municipally elected Trustees. Student Trustees are not bound by the Code of Conduct, but are strongly encouraged to be guided in their actions as Student Trustees by this Code.

3. PURPOSE

~~It is~~ may constitute a breach thereof important to recognize the public trust and ~~attract the consequences set out herein~~ responsibility that the electorate place in each individual Trustee, and/or in applicable laws in the Board of Trustees acting as a collective decision-making body. Trustees honour that trust and responsibility by acting in accordance with this Code of Conduct.

Adherence to this Trustee Code of Conduct contributes to confidence in public education and respect for the integrity of Trustees in the community.

4. INTEGRITY AND DIGNITY OF OFFICE

~~Trustees occupy positions of public trust and confidence and are expected to discharge their duties and responsibilities in a professional, impartial and Catholic manner, consistent with Gospel values, the teachings of the Catholic Church, the Education Act (Ontario) ("Education Act"), the Municipal Freedom of Information and Protection of Privacy Act (Ontario) ("MFIPPA"), the Municipal Conflict of Interest Act ("MCIA"), the Board's by-laws and policies and any other applicable laws.~~

It is imperative that ~~the trustees~~ each Trustee be, and be seen to be, acting in the best interests of the public they serve. Trustees are elected to represent all stakeholders in the school district by articulating and supporting a shared commitment to excellence in Catholic education that promotes student achievement and well-being through the delivery of ~~effective and appropriate education~~ educational programs and services, and effective stewardship of ~~the Board's~~ DPCDSB resources.

Trustees are governors, advocates for Catholic education, and community leaders. As governors, ~~trustees~~ Trustees provide strategic direction, oversight and evaluation to ensure the development and delivery of quality education programs in order to maximize the achievement and well-being of all students. As advocates for Catholic education, they can inform and influence public perceptions and ~~provincial education law and district school board~~ policy. As community leaders, ~~trustees~~ Trustees engage with the public to build understanding, guidance and active support for publicly funded Catholic education.

4.5. DECORUM AND STANDARDS

As elected representatives in a civil society, ~~trustees~~ Trustees share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful. Trustees shall, at all times, act with decorum and integrity, and shall be respectful of other ~~trustees~~ Trustees, the ~~director~~ Director of ~~education~~ Education, staff, all members of the ~~Board's~~ DPCDSB's community, ~~as well as~~ and the public. As ~~stewards of the system, trustees~~ fiduciaries, Trustees are held to a high standard of conduct and ~~should~~ serve as role models of exemplary behavior, reflective of the values articulated in the Ontario Catholic School Graduate Expectations.

~~Among other things, trustees must:~~

- ~~respect and comply with all applicable federal, provincial and municipal laws;~~
 - ~~demonstrate honesty and integrity;~~
 - ~~respect differences in people, their ideas, and their opinions;~~
 - ~~treat one another with dignity and respect at all times, and especially when there is disagreement;~~
- Trustees are expected to discharge their duties and responsibilities in a professional and impartial manner, consistent with Gospel values, the teachings of the Catholic Church, the Education Act (Ontario) ("**E**ducation Act"), the Municipal Freedom of Information and Protection of Privacy Act (Ontario) ("**MFIPPA**"), the Municipal Conflict of Interest Act ("**MCIA**"), the Ontario Human Rights Code ("OHRC"), Ministry of Education policies and directions, DPCDSB policies and general administrative procedures, and all other applicable statutes and regulations.

Trustees must further adhere to the following standards when acting as a member of the Board of Trustees and when holding themselves out as acting as a member of the Board of Trustees:

- a) Treat persons equally and without discrimination based on a person's, the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability; and
- b) Treat one another with dignity and respect, including when differing views are being expressed;
- c) Avoid using offensive language;
- d) Make every reasonable effort to ensure that all information communicated and relied upon is accurate and complete;
- e) Act within the right scope of others; and a Trustee's statutory authority;
- f) conduct themselves Avoid attempting to exert individual influence over members of staff, or purporting to represent the interests of the Board of Trustees, unless expressly authorized to do so by resolution of the Board;
- g) Conduct oneself in a manner that would not discredit or compromise the integrity of the board. Board of Trustees and/or the DPCDSB;
- h) Subject to Comply with the duty of a trustee under Trustee duties described in section 218.1(e) of the Education Act;
- i) Recognize and defer to uphold the authority of the Chair, as outlined in the Education Act and the Board's By-law;
- j) Debate matters before the board in a manner that is respectful of the right of all Trustees to participate in robust discussion of the issues, without making disparaging remarks about another Trustee, including speculation on motive or ill-will;
- k) Uphold the implementation of any resolution after it is passed by the Board of Trustees.

~~of any board resolution after it is passed by the board of trustees, a trustee may comment on, or disagree with, a decision taken by the board of trustees. A trustee may not make disparaging remarks about a trustee or a group of trustees in expressing such comment or disagreement or speculate on the motives of a trustee or a group of trustees.~~

~~Any trustee who fails or refuses to comply with the rules of the board, uses offensive language, disobeys the decisions of the chair or the board of trustees on points of order, or makes any disorderly noise or disturbance may be ordered by the chair, by motion to be put to a vote, to leave for the remainder of the meeting, and in the case of a refusal to do so, may, on the order of the chair, be removed from the room where such meeting is taking place and/or the boardroom and Board office. Such a removal will be recorded in the minutes of the meeting (see section 207(3) of the *Education Act*).~~

~~2. COMPLYING WITH THE LAW~~

~~All trustees will and will be seen to comply with the letter and spirit of all of the laws of Canada and the Province of Ontario, and any contractual obligations of the Board.~~

~~The trustees acknowledge they may only act on behalf of the board of trustees through resolution and may not act individually or purport to represent the interests of the board of trustees without the knowledge and consent of the board of trustees shown through resolution.~~

- ~~l) Respect and defer to the corporate authority of the DPCDSB, and the role of staff;~~
- ~~m) Ensure the affairs of the DPCDSB Board of Trustees are conducted with openness, justice and compassion.~~

~~It is every trustee's responsibility to ensure that all information they communicate in the course of their duties is accurate and complete.~~

~~It is every trustee's responsibility to familiarize themselves with their duties and any requirements of them as prescribed by the *Education Act*, the *MFIPPA*, the *MCIA* and any other laws that may be applicable to the trustee's duties from time to time, and/or Ministry of Education requirements and the Board's by-law, policies and general administrative procedures.~~

~~3. SPECIFIC REQUIREMENTS UNDER PART VI OF THE EDUCATION ACT~~

~~Each trustee must comply with the following duties as set out in section 218.1 of the *Education Act* with respect to student achievement, school board governance and certain other matters):~~

~~"A member of a board shall,~~

- ~~a) — carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;~~
- ~~b) — attend and participate in meetings of the board, including meetings of board committees of which they are a member;~~
- ~~c) — consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1(1)(f);~~
- ~~d) — bring concerns of parents, students and supporters of the board to the attention of the board of trustees;~~
- ~~e) — uphold the implementation of any board of trustees' resolution after it is passed by the~~

board of trustees;

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- f) ——— entrust the day to day management of the Board to its staff through the Board's director of education;
- g) ——— maintain focus on student achievement and well-being; and
- h) ——— comply with the Board's code of conduct."

Additional Duties of the Chair

In addition to the duties of trustees set out in section 218.1 of the *Education Act*, the chair of the board of trustees is expected to comply with the additional duties set out in s. 218.4 of the Act:

"In addition to any other duties under the Act, the chair of a board shall,

- a) ——— preside over meetings of the board;
- b) ——— conduct the meetings in accordance with the board's procedures and practices for the conduct of board meetings;
- c) ——— establish agendas for board meetings, in consultation with the board's director of education or the supervisory officer acting as the board's director of education;
- d) ——— ensure that members of the board have the information needed for informed discussion of the agenda items;

act as spokesperson to the public on behalf of the board, unless otherwise determined by the board. For certainty no other trustee shall act as a spokesperson to the public on behalf of the board unless authorized to do so under clause 218.4 (e) of the Act.

- e) ——— convey the decisions of the board to the board's director of education or the supervisory officer acting as the board's director of education;
- f) ——— provide leadership to the board in maintaining the board's focus on the multi-year plan established under section 169.1;
- g) ——— provide leadership to the board in maintaining the board's focus on the board's mission and vision; and
- h) ——— assume such other responsibilities as may be specified by the board."

Board Responsibility for Student Achievement and Effective Stewardship of Resources

The board must also be responsible for student achievement and effective stewardship of resources as set out in s. 169.1(1) of the Act:

"Every board shall,

- (a) promote student achievement and well-being;

(a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex,

sexual orientation, gender identity, gender expression, age, marital status, family status or disability;

(a.2) promote the prevention of bullying;

(b) ensure effective stewardship of the board's resources;

(c) deliver effective and appropriate education programs to its pupils;

(d) develop and maintain policies and organizational structures that,
(i) promote the goals referred to in clauses (a) to (c), and
(ii) encourage pupils to pursue their educational goals;

(e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;

(f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);

(g) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education...."

4. UPHOLDING DECISIONS

Trustees shall:

a) accept that authority rests with the board and that they have no individual authority other than that delegated by the board of trustees;

b) uphold the implementation of any board resolution after it is passed by the board of trustees;

c) comply with Board policies and procedures; and

d) refrain from speaking on behalf of the Board or board of trustees unless authorized to do so as stated herein.

5.6. CONFLICT OF INTEREST AND PERSONAL ADVANTAGE

Each trustee must comply with *MCI/A* (RSO 1990, c.M.50 | Municipal Conflict of Interest Act | CanLII). Trustees are subject to the *Municipal Conflict of Interest Act*, which requires, among other things, that trustees Trustee must declare and disclose the general nature of the interest for all direct and indirect when their own pecuniary conflicts of interest and abstain from making a decision.

Trustees are not permitted to vote on, or discuss matters in which they have a direct or indirect pecuniary interest. The direct or indirect the pecuniary interest of a parent, spouse or child is deemed, if known to be the Trustee, may conflict with an interest of the trustee. Subsection 3(1) of the *MCI/A* provides: Board.

"For the purposes of this Act, the pecuniary interest, direct or indirect, of a parent or the spouse or any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member.."

~~Any direct or indirect financial interest on the part of the trustee may raise a conflict of interest. A direct conflict of interest will arise where the trustee stands to benefit or suffer financially by a decision of the board of trustees.~~

Where a ~~trustee~~Trustee, either on ~~that trustee's~~their own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, ~~or any other conflict of interest in any matter and as defined by the MCIA,~~ is present at a meeting of the ~~board~~Board of ~~trustees~~Trustees at which the matter is the subject of consideration, the ~~trustee~~Trustee shall:

- a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- b) not take part in the discussion of, or vote on any question in respect of the matter;
- c) not discuss the issue with any other person;
- d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- e) where the meeting is in camera, leave the meeting or the part of the meeting during which the matter is under consideration.

Where the interest of the ~~trustee~~Trustee has not been disclosed by reason of the ~~trustee's~~Trustee's absence from the meeting, the ~~trustee~~Trustee shall disclose the interest and otherwise comply with the above requirements ~~of at~~ the first meeting of the ~~board~~Board of ~~trustees~~Trustees attended by the ~~trustee~~Trustee after the meeting referred to above.

When the meeting is open to the public, ~~every declaration~~declarations of interest shall be recorded in the minutes of the meeting. When the meeting is not open to the public, every declaration of interest shall be recorded in the minutes of the next meeting of the ~~board~~Board of ~~trustees~~Trustees that is open to the public.

~~Trustees must not only comply with the requirements of the MCIA, but also avoid conflicts of interest as defined by this Trustee Code of Conduct.~~

At a meeting at which a Trustee discloses an interest, or as soon as possible thereafter, the Trustee shall also file a written statement of the interest and its general nature with the Secretary of the Board. The Board shall establish and maintain a registry in which it will keep a copy of each statement of interest filed with the Secretary, and a record of each declaration of an interest. The register shall be available for public inspection.

Every ~~trustee~~Trustee is also responsible and accountable for exercising good judgement and avoiding situations that might ~~present a conflict of interest or create~~ the appearance of a conflict of interest, ~~and where a conflict of interest might exist each trustee has an affirmative duty to disclose such conflict when it becomes apparent.~~

No ~~trustee~~Trustee shall use their position, authority or influence for personal, financial or material gain. ~~Every trustee shall uphold and enhance all Board business operations by:~~

- ~~a) maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board.~~
- ~~b) fostering the highest standard of professional competence amongst those for whom they are~~

responsible.

~~c) complying with and being seen to comply with the letter and spirit of:~~

~~(i) The laws of Canada and the Province of Ontario,~~

~~(ii) Contractual obligations applicable to the Board. And~~

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- d) ~~rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.~~

~~A trustee shall not use their position, authority or influence to, or to~~ give any person or organization special treatment that might, ~~or might~~ be perceived as resulting in personal advantage to, advance the interests of the trustee, or a relative, friend or business associate of the trustee.

~~A trustee must not participate in any decision or recommendation in which he or she may have a financial, commercial or business interest.~~

~~All trustees~~No Trustee shall ~~disclose a conflict of interest or permit the use of interest and/or the general nature of Board resources for any purpose other than the business of the interest,~~Board.

In accordance with the *Broader Public Sector Procurement Act*, and in order to ~~the board~~ ensure a fair and transparent procurement practices, Trustees shall:

- a) report any inquiries or communications for the purpose of ~~trustees~~ influencing the procurement of goods and services and the awarding of contracts to the Director of Education;
- b) refrain from communicating with anyone during a procurement process and abstain from exercising their influence to gain or advance the interests of any individual or group during such a process.

7. CONFIDENTIALITY

~~6.1~~ CONFIDENTIALITY

~~All trustees acknowledge that as~~ As part of their duties ~~to the Board, they may be,~~ Trustees are privy to private, confidential and/or legally privileged financial, business and/or commercial information belonging to the ~~Board~~DPCDSB that may provide a financial, business, commercial or competitive advantage ~~to a third party.~~ Such information may include, but is not limited to, information relating to the ~~Board's~~DPCDSB's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the ~~Board~~DPCDSB. Trustees may also be privy to personal information belonging to students, staff and/or other school community members and/or their family members, and/or legal matters and opinions. All information described above is defined as **"Confidential Information"**.

~~Except as required by law, all trustees and former trustees~~Trustees shall not disclose Confidential Information obtained or made available to them in their role as a ~~trustee except as required by applicable laws~~Trustee, except as authorized by law or by the Board. This duty survives the term of office.

GIFTS~~No trustee shall use or disclose confidential information in a manner that would be detrimental to the interests of the Board or for the purpose of personal gain or for the gain of the member's parent, spouse or child.~~

~~Confidential Information received in the course of a trustee's duties must be respected, protected and kept confidential and must not be discussed or reviewed in public or where anyone could overhear or read such information.~~

~~A trustee's duty with respect to Confidential Information survives their term as trustee.~~

7. BOARD RESOURCES

~~No trustee shall use or permit the use of Board resources for any purpose other than the business of the Board.~~
8.

As further described in the DPCDSB "Trustee Honoraria and Expense Policy P-0005, no board member shall accept a gift from any person, group or entity that has dealings with the board if a reasonable person might conclude that the gift could influence the member when performing their duties unless,

- i. the gift is of nominal value,
- ii. the gift is given as an expression of courtesy or hospitality, and
- iii. accepting the gift is reasonable in the circumstances.

8.9. ENFORCEMENT

~~In accordance with An alleged breach of the provisions of section 218.3 of the Education Act, a breach of this Trustee Code of Conduct by a trustee may shall be addressed by the following procedures.~~

~~A trustee who has reasonable grounds to believe that another trustee has breached this through the enforcement procedure outlined in General Administrative Procedure #.....Enforcement – Trustee Code of Conduct may bring the alleged breach to the attention of the board of trustees.~~

~~If an alleged breach is brought to the attention of the board of trustees, the board of trustees shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has~~

been a breach.

If the board of trustees determines that a trustee has breached this Code of Conduct, the board of trustees may impose one or more of the following sanctions or requirements:

- a) — Censure of the trustee.
- b) — Barring the trustee from attending all or part of a meeting of the board or a meeting of a committee of the board of trustees.
- c) — Barring the Trustee from sitting on one or more committees of the board of trustees, for the period of time specified by the board of trustees.
- d) — Professional development or training, as appropriate.

A trustee, who is barred from attending all or part of a meeting of the board of trustees or a meeting of a committee of the board of trustees, is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public.

In appropriate circumstances, the board of trustees may also resolve to disassociate the board of trustees from any action or statement of a trustee.

If the board of trustees determines that a trustee has breached this Trustee Code of Conduct, the board of trustees shall give the trustee written notice of the determination and of any sanction imposed by the board of trustees.

The notice shall inform the trustee that he or she may make written submissions to the board of trustees in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the trustee.

The board of trustees shall consider any submissions made by the trustee and shall confirm or revoke the determination within 14 days after the trustee's submissions are received.

If the board of trustees revokes a determination that a trustee has breached this Trustee Code of Conduct, any sanction imposed by the board of trustees is also revoked.

If the board of trustees confirms a determination that a trustee has breached this Trustee Code of Conduct, the board of trustees shall, within 14 days after the trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the board of trustees.

If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the board of trustees.

The board of trustees may close to the public the part of the meeting during which a breach or alleged breach of this Trustee Code of Conduct is considered when the breach or alleged breach involves any of the following matters:

- a) — the security of the property of the board;
- b) — the disclosure of intimate, personal or financial information in respect of a trustee or

- committee, an employee or prospective employee of the board or a student or his or her parent or guardian;
- c) ~~the acquisition or disposal of a school site;~~
- d) ~~decisions in respect of negotiations with employees of the Board; or~~
- e) ~~litigation affecting the board.~~

~~The board of trustees shall do the following things by resolution at a meeting of the board of trustees, and the vote on the resolution shall be open to the public:~~

- a) ~~Make a determination that a trustee has breached this Trustee Code of Conduct.~~
- b) ~~Impose a sanction on a trustee for a breach of this Trustee Code of Conduct.~~
- c) ~~Confirm or revoke a determination regarding a trustee's breach of this Trustee Code of Conduct.~~
- d) ~~Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a trustee's breach of this Trustee Code of Conduct.~~

~~A trustee who is alleged to have breached this Trustee Code of Conduct shall not vote on any of the resolutions listed above.~~

~~When a resolution listed above is passed, the resolution shall be recorded in the minutes of the meeting.~~

~~The Statutory Powers Procedure Act does not apply to any the enforcement provisions under section 218.3 of the Education Act.~~

GUIDELINES FOR

10. POLICY REVIEW

~~9. GIFTS AND HOSPITALITY~~

Moderate hospitality and gifts are an accepted courtesy of a business relationship. However, the recipients should not allow themselves to reach a position whereby they might be influenced in making a business decision as a consequence of accepting such hospitality.

Offering or Accepting Gifts & Hospitality

Although the exchange of common courtesies, such as the occasional gift or meal of nominal value is recognized as acceptable business practice, there is a danger in offering or accepting hospitality, gifts, gratuities or favours that could be mistaken for improper payment.

Trustees must not use their position for improper gain or benefit, nor under any circumstances accept gifts of cash, bonds, securities, personal loans, airline tickets, use of a vacation property or costly entertainment.

Conditions for Accepting Gifts & Hospitality

Notwithstanding anything to the contrary, no trustee shall accept a gift from any person, group or entity that has or may have dealings with the Board if a reasonable person might conclude that the gift could influence the trustee when performing their duties, unless all of the following apply:

- ~~a) the gift is of nominal value;~~
- ~~b) the gift is given an expression of courtesy or hospitality;~~
- ~~c) accepting the gift is reasonable in the circumstances;~~
- ~~d) the trustee believes that the donor is not trying to obligate them, or improperly influence a decision;~~
- ~~e) it is "normal business practice" for the purposes of courtesy and good business relations; and~~
- ~~f) acceptance is legal and consistent with generally accepted ethical standards.~~

In determining as to whether to accept a gift of the nature described immediately above, trustees must ask themselves if public knowledge of the gift may cause personal embarrassment or embarrassment to the Board. If there is still uncertainty regarding what is considered an appropriate gift to give or receive, the trustee must consult with the chair/vice-Chair, as appropriate.

Examples of Acceptable Gifts

Subject to the requirements of each of items a) to f) inclusively, examples of acceptable gifts may include:

- ~~a) Holiday gifts, such as fruit baskets or candy;~~
- ~~b) Inexpensive advertising and promotional materials (e.g. Give a ways, such as pens or key chains); or~~
- ~~c) Inexpensive awards to recognize service and accomplishment in civic, charitable, educational or religious organizations (such as nominal gift certificates to book stores).~~

Gifts of Considerable Value

~~Where it would be extraordinarily impolite or otherwise inappropriate to refuse a gift of obvious value, the gift may be the subject of a motion brought before the Board of Trustees for the purpose of proposing its acceptance on behalf of the Board and for Board use.~~

Reporting Gifts & Hospitality

~~Trustees must notify the chair by e-mail and the chair must notify the vice-chair of any gifts and hospitality received by a trustee including meals, over \$200.00.~~

~~All reporting forms (which are available from the office of the Director of Education) will be retained in the office of the Director of Education.~~

Review

As required by Ontario Regulation 312/24: *Members of School Boards – Codes of Conduct* (O.Reg. 312/24), the ~~board~~Board of ~~trustees~~Trustees shall periodically review this Trustee Code of Conduct for, among other things, compliance with applicable laws. Furthermore, it shall pass a board resolution setting out the required changes, or if no changes are required, confirming the then-current Trustee Code of Conduct.

The ~~first review was~~initial reviews were completed on August 27, 2024.~~The second and June 17, 2025.~~
Unless otherwise required, the third review shall be completed no later than May 15, 2027. Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year.

If one or more changes are set out in a ~~board~~Board of Trustees' resolution, the ~~board~~Board of ~~trustees~~Trustees shall update this Trustee Code of Conduct to reflect the changes no later than August 31 in the year of the review.

Publicly Available

11. POLICY TO BE PUBLICLY AVAILABLE

The Director of Education, or designate, shall ensure that the following occurs:

- a) This Trustee Code of Conduct shall be made publicly available on the ~~Board's~~DPCDSB website.
- b) The ~~Board~~DPCDSB indicates on its website the effective date of every change it makes to the Trustee Code of Conduct, other than changes of a typographical or similar nature.
- c) The ~~Board~~DPCDSB shall maintain an archive of all previous versions of this Trustee Code of Conduct, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.

General

Professional development and training will be provided to support Trustees to uphold the code of conduct.

~~All references to applicable laws, policies and procedures include their future amendments or replacements, as the case may be.~~



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY</u>	
Board Policy Number:	P-0003
Subject:	Code of Conduct – Trustees
Effective Date:	(257) April 27, 2004; (154) Revised April 27, 2010; (111) February 28, 2017; August 27, 2024, June 17, 2025

“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.” (1 Peter 4:10)

1. PREAMBLE

The aim of Catholic education and the Dufferin-Peel Catholic District School Board (“**DPCDSB**”) is to foster personal fulfillment and responsible citizenship in each student, motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ. Each DPCDSB Trustee (“**Trustee**”) shall accordingly perform their duties as prescribed by law, reflecting a ministry within the Catholic Church, and complying with this Code of Conduct,

- a) acknowledging through their words and actions that Catholic schools are an expression of the teaching mission of the Catholic Church;
- b) providing an example to the Catholic community by actively participating in the communal life of a parish, and by personal lifestyle choices that reflects the teaching of the Catholic Church;
- c) providing the best possible governance for Catholic education;
- d) Continuing to improve their understanding of current Catholic educational research and practices, including the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education;
- e) affirming a strong sense of Christian Catholic community.
- f) providing support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic education in Canada.

2. APPLICATION

This Trustee Code of Conduct is applicable to all DPCDSB municipally elected Trustees. Student Trustees are not bound by the Code of Conduct, but are strongly encouraged to be guided in their actions as Student Trustees by this Code.

3. PURPOSE

It is important to recognize the public trust and responsibility that the electorate place in each individual Trustee, and in the Board of Trustees acting as a collective decision-making body. Trustees honour that trust and responsibility by acting in accordance with this Code of Conduct.

Adherence to this Trustee Code of Conduct contributes to confidence in public education and respect for the integrity of Trustees in the community.

4. INTEGRITY AND DIGNITY OF OFFICE

It is imperative that each Trustee be, and be seen to be, acting in the best interests of the public they serve. Trustees are elected to represent all stakeholders in the school district by articulating and supporting a shared commitment to excellence in Catholic education that promotes student achievement and well-being through the delivery of educational programs and services, and effective stewardship of DPCDSB resources.

Trustees are governors, advocates for Catholic education, and community leaders. As governors, Trustees provide strategic direction, oversight and evaluation to ensure the development and delivery of quality education programs in order to maximize the achievement and well-being of all students. As advocates for Catholic education, they can inform and influence public perceptions and district school board policy. As community leaders, Trustees engage with the public to build understanding, guidance and active support for publicly funded Catholic education.

5. DECORUM AND STANDARDS

As elected representatives in a civil society, Trustees share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful. Trustees shall, at all times, act with decorum and integrity, and shall be respectful of other Trustees, the Director of Education, staff, all members of the DPCDSB's community, and the public. As fiduciaries, Trustees are held to a high standard of conduct and serve as role models of exemplary behavior, reflective of the values articulated in the Ontario Catholic School Graduate Expectations.

Trustees are expected to discharge their duties and responsibilities in a professional and impartial manner, consistent with Gospel values, the teachings of the Catholic Church, the *Education Act* (Ontario) ("**Education Act**"), the *Municipal Freedom of Information and Protection of Privacy Act* (Ontario) ("**MFIPPA**"), the *Municipal Conflict of Interest Act* ("**MCIA**"), the *Ontario Human Rights Code* ("**OHRC**"), Ministry of Education policies and directions, DPCDSB policies and general administrative procedures, and all other applicable statutes and regulations.

Trustees must further adhere to the following standards when acting as a member of the Board of Trustees and when holding themselves out as acting as a member of the Board of Trustees:

- a) Treat persons equally and without discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability;
- b) Treat one another with dignity and respect, including when differing views are being expressed;
- c) Avoid using offensive language;
- d) Make every reasonable effort to ensure that all information communicated and relied upon is accurate and complete;
- e) Act within the scope of a Trustee's statutory authority;
- f) Avoid attempting to exert individual influence over members of staff, or purporting to represent the interests of the Board of Trustees, unless expressly authorized to do so by resolution of the Board;
- g) Conduct oneself in a manner that would not discredit or compromise the integrity of the Board of Trustees and/or the DPCDSB;
- h) Comply with the Trustee duties described in section 218.1 of the *Education Act*;
- i) Recognize and defer to the authority of the Chair, as outlined in the *Education Act* and the Board's By-law;

- j) Debate matters before the board in a manner that is respectful of the right of all Trustees to participate in robust discussion of the issues, without making disparaging remarks about another Trustee, including speculation on motive or ill-will;
- k) Uphold the implementation of any resolution after it is passed by the Board of Trustees.
- l) Respect and defer to the corporate authority of the DPCDSB, and the role of staff;
- m) Ensure the affairs of the DPCDSB Board of Trustees are conducted with openness, justice and compassion.

6. CONFLICT OF INTEREST AND PERSONAL ADVANTAGE

Trustees are subject to the *Municipal Conflict of Interest Act*, which requires that a Trustee must declare when their own pecuniary interest, or the pecuniary interest of a parent, spouse or child, if known to the Trustee, may conflict with an interest of the Board.

Where a Trustee, either on their own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, as defined by the MCIA, is present at a meeting of the Board of Trustees at which the matter is the subject of consideration, the Trustee shall:

- a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- b) not take part in the discussion of, or vote on any question in respect of the matter;
- c) not discuss the issue with any other person;
- d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- e) where the meeting is *in camera*, leave the meeting or the part of the meeting during which the matter is under consideration.

Where the interest of the Trustee has not been disclosed by reason of the Trustee's absence from the meeting, the Trustee shall disclose the interest and otherwise comply with the above requirements at the first meeting of the Board of Trustees attended by the Trustee after the meeting referred to above.

When the meeting is open to the public, declarations of interest shall be recorded in the minutes of the meeting. When the meeting is not open to the public, every declaration of interest shall be recorded in the minutes of the next meeting of the Board of Trustees that is open to the public.

At a meeting at which a Trustee discloses an interest, or as soon as possible thereafter, the Trustee shall also file a written statement of the interest and its general nature with the Secretary of the Board. The Board shall establish and maintain a registry in which it will keep a copy of each statement of interest filed with the Secretary, and a record of each declaration of an interest. The register shall be available for public inspection.

Every Trustee is also responsible and accountable for exercising good judgement and avoiding situations that might create the appearance of a conflict of interest.

No Trustee shall use their position, authority or influence for personal, financial or material gain, or to give any person or organization special treatment that might be perceived as resulting in personal advantage to the Trustee, or a relative, friend or business associate of the Trustee.

No Trustee shall use or permit the use of Board resources for any purpose other than the business of the Board.

In accordance with with the *Broader Public Sector Procurement Act*, and in order to ensure a fair and transparent procurement practices, Trustees shall:

- a) report any inquiries or communications for the purpose of influencing the procurement of goods and services and the awarding of contracts to the Director of Education;
- b) refrain from communicating with anyone during a procurement process and abstain from exercising their influence to gain or advance the interests of any individual or group during such a process.

7. CONFIDENTIALITY

As part of their duties, Trustees are privy to private, confidential and/or legally privileged financial, business and/or commercial information belonging to the DPCDSB that may provide a financial, business, commercial or competitive advantage to a third party. Such information may include, but is not limited to, information relating to the DPCDSB's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the DPCDSB. Trustees may also be privy to personal information belonging to students, staff and/or other school community members and/or their family members, and/or legal matters and opinions. All information described above is defined as "**Confidential Information**".

Trustees shall not disclose Confidential Information obtained or made available to them in their role as a Trustee, except as authorized by law or by the Board. This duty survives the term of office.

8. GIFTS

As further described in the DPCDSB "Trustee Honoraria and Expense Policy P-0005, no board member shall accept a gift from any person, group or entity that has dealings with the board if a reasonable person might conclude that the gift could influence the member when performing their duties unless,

- i. the gift is of nominal value,
- ii. the gift is given as an expression of courtesy or hospitality, and
- iii. accepting the gift is reasonable in the circumstances.

9. ENFORCEMENT

An alleged breach of the Code shall be addressed through the enforcement procedure outlined in General Administrative Procedure #.....Enforcement – Trustee Code of Conduct.

10. POLICY REVIEW

As required by Ontario Regulation 312/24: *Members of School Boards – Codes of Conduct* (O.Reg. 312/24), the Board of Trustees shall periodically review this Trustee Code of Conduct for, among other things, compliance with applicable laws. Furthermore, it shall pass a board resolution setting out the required changes, or if no changes are required, confirming the then-current Trustee Code of Conduct.

The initial reviews were completed on August 27, 2024 and June 17, 2025. Unless otherwise required, the third review shall be completed no later than May 15, 2027. Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year.

If one or more changes are set out in a Board of Trustees' resolution, the Board of Trustees shall update this Trustee Code of Conduct to reflect the changes no later than August 31 in the year of the review.

11. POLICY TO BE PUBLICLY AVAILABLE

The Director of Education, or designate, shall ensure that the following occurs:

- a) This Trustee Code of Conduct shall be made publicly available on the DPCDSB website.
- b) The DPCDSB indicates on its website the effective date of every change it makes to the Trustee Code of Conduct, other than changes of a typographical or similar nature.
- c) The DPCDSB shall maintain an archive of all previous versions of this Trustee Code of Conduct, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.

Professional development and training will be provided to support Trustees to uphold the code of conduct.

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	
GAP NUMBER:	
SUBJECT:	Trustee Code of Conduct Enforcement Provisions
REFERENCE:	
EFFECTIVE:	June 17, 2025
AMENDED DATE:	

*"It is the Lord who gives wisdom; from him come knowledge and understanding."
Proverbs 2:6*

1 BACKGROUND

- 1.1 A Trustee who believes that another Trustee has breached Policy P-0003: *Code of Conduct - Trustees* ("Code of Conduct") may seek enforcement of the Code in accordance with this general administrative procedure ("GAP").

2 NOTICE

A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may provide written notice of the alleged breach to the following persons:

- (a) the Vice-Chair, if the notice relates to the conduct of the Chair;
- (b) another Trustee, who is neither the complainant nor the subject of the complaint, if the notice relates to the conduct of both the Chair and Vice-chair;
- (c) In all other situations, the Chair.

A Trustee who submits a written notification of an alleged breach of the Code shall provide a copy of the notification to the Director of Education.

A person receiving a written notification of an alleged breach shall immediately provide a copy of the notice to the Trustee who is alleged to have breached the Code of Conduct.

A written notification alleging a breach of the Code of Conduct shall include,

- (a) the name and contact information of the member alleging the breach;
- (b) the name and contact information of the Trustee whose conduct is the subject of the notification;
- (c) the date of the alleged breach;
- (d) a description of the alleged breach; and
- (e) the provision of the Code of Conduct that was allegedly breached.

3 INFORMAL RESOLUTION

The Complainant and Respondent Trustees shall attempt to resolve the matter informally, making best efforts to reach a resolution, taking into account the time and cost of an investigation by an Integrity Commissioner.

Informal resolution may involve a discussion of possible remediation steps, which could include additional training opportunities, restitution, or an apology.

If both Trustees and the Chair consent, an external third party may be invited to assist with the informal resolution process.

If the matter cannot be resolved informally within twenty (20) business days of the notice being provided to the Respondent Trustee, the person to whom the notice was originally given shall refer the matter to an Integrity Commissioner.

4. INTEGRITY COMMISSIONER

If the Minister of Education has created a roster of Integrity Commissioners, the person appointed by resolution of the Board of Trustees be from the roster.

If the Minister has not created a roster, an Integrity Commissioner who meets the qualifications criteria outlined in Regulation 306/24 shall be appointed by resolution of the Board of Trustees, taking in to account the experience, availability, and cost of available candidates.

5. INVESTIGATION

The Integrity Commissioner appointed by the Board of Trustees shall conduct an investigation into the alleged breach of the Code of Conduct, to commence no later than fourteen (14) days after their appointment.

The Integrity Commissioner may refuse to conduct an investigation if:

- (a) The complaint was submitted more than sixty (60) days after the later of the date that the alleged breach occurred, or was discovered,¹ unless the Integrity Commissioner is satisfied that the delay was in good faith and no substantial prejudice will result to any person affected by the delay; or
- (b) In the opinion of the Integrity Commissioner, the complaint is made in bad faith, or is frivolous or vexatious.

If a breach relates to a series of incidents the 60-day period runs from the day the last incident in the series was discovered.

A breach is deemed to have been discovered on the earlier of:

¹

- (a) The day on which the Trustee notifying the Board first knew that the breach had occurred; and
- (b) The day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board of Trusteesought to have known of the occurrence.

The decision of the Integrity Commissioner to refuse to conduct an investigation is final.

In conducting their investigation, the Integrity Commissioner shall have the power to:

- (a) Require the production of any records that may in any way relate to the investigation;
- (b) Examine and copy any such records; and
- (c) Require any officer of DPCDSB, or any other person, to appear before them and give evidence, on oath or affirmation, relating to the investigation.

Section 33 of the *Public Inquires Act, 2009* shall apply to an investigation under this Code of Conduct.

6. DECISION

The Integrity Commissioner shall make a determination with respect to the alleged breach of the Code of Conduct no later than ninety (90) days after commencing the investigation, unless the Integrity Commissioner notifies the Board of Trustees and the Respondent Trustee that an extension is necessary, and the reasons for the extension.

7. SANCTIONS

If the Integrity Commissioner determines that the Code of Conduct has been breached, the Integrity Commissioner may impose one or more of the following sanctions:

- (a) **Censure:** The Trustee is reprimanded
- (b) **Reduction of Honorarium:** the Trustee's honorarium may be reduced by up to 25% of the Trustee's combined base and enrollment amount for the year of the term of office in which the breach occurred, and the Trustee may be ordered to repay any amount already received for that year.
- (c) **Barring from meetings:** The Trustee may be barred from attending all or part of one or more meetings of the Board, or one or more meetings of a committee of the Board, for up to a maximum of ninety (90) days, or the balance of the Trustee's term, whichever is less.
- (d) **Barring from committees:** The Trustee may be barred from sitting on one or more committees of the Board of Trustees, for up to ninety (90) days, or the balance of the Trustee's term, whichever is less.
- (e) **Barring from Chair/Vice Chair:** The Trustee may be barred from becoming Chair or Vice Chair of the Board of Trustees, or of any committee of the Board of Trustees, or removed from such a position if the position is already held.
- (f) **Barring from Representing the Board:** The Trustee may be barred from exercising the privileges of a Board of Trustees' member or from acting as a Board of Trustees', or removed from such a position if it is already held.

- (g) **Other:** The Trustee may be subject to any other sanction that in the opinion of the Integrity Commissioner is reasonable and appropriate under the circumstances, and/or would promote compliance with the Code of Conduct.

A Trustee who is barred from attending a meeting or part of a meeting is not entitled to receive any materials that relate to that meeting, or that part of the meeting, from which they are barred, except such materials as are available to the general public.

The Integrity Commissioner shall provide the Respondent Trustee, and the Board of Trustees, written notice of their determination as to whether or not there was a breach of the Code of Conduct, which shall include

- (a) the reasons for the determination;
- (b) the reasons for the sanctions, if any; and
- (c) information about the right to appeal the decision.

8. NOTICE OF APPEAL

Either the Board of Trustees, or the Trustee who has been found by an Integrity Commissioner to have breached the Code of Conduct, may appeal the determination, the sanctions, or both.

A decision by the Board of Trustees to appeal shall be by Board resolution. The Trustee found to have breached the Code may not participate in the vote.

The Board of Trustees and the Trustee found to have breached the Code shall be the parties to the appeal.

The Appellant shall give written notice of the appeal to the other party, and the Deputy Minister, no later than fifteen (15) business days after receiving written notice of the integrity commissioner's determination.

9. APPEAL PANEL

The Appeal shall be heard by a panel of three (3) Integrity Commissioners appointed by the Deputy Minister or delegate, and shall not include the Integrity Commissioner whose decision is under appeal.

10. WRITTEN APPEAL

Appeals shall be held in writing, as follows:

- (a) The appellant shall provide written submissions to the Appeal Panel and the respondent no later than twenty (20) business days after receiving notice that the Panel has been appointed.
- (b) The respondent shall provide written submissions to the Appeal Panel and the appellant no later than twenty (20) business days after receiving the appellant's submissions.
- (c) The appellant shall provide their written reply to the respondent's submissions no later than ten (10) business days after receiving the respondent's submissions.
- (d) The chair of the Appeal Panel may extend any of the above timelines at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.
- (e) A decision to extend a timeline shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister.

The Appeal Panel may,

- (a) define or narrow the scope of the appeal;
- (b) limit the length of submissions from the parties;
- (c) make interim decisions and orders; and
- (d) on its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith.

The chair of the Appeal Panel shall notify the parties of any decisions made by the panel with respect to the foregoing.

11. DECISION

The Appeal Panel shall provide its decision and its reasons, including any dissent, to the parties in writing no later than thirty (30) business days after receiving the respondent's submission.

The Appeal Panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister.

If the Appeal Panel overturns the decision of the Integrity Commissioner, any sanction imposed by the Integrity Commissioner is revoked.

If the Appeal Panel upholds the decision of the Integrity Commissioner that there was a breach of the Code of Conduct, the Panel may uphold, vary or overturn any sanctions imposed.

A decision of the Appeal Panel is final.

12. PUBLICATION

Subject to Section 207(2) of the *Education Act*, the Board shall publish the following on its website:

- (a) Notice that there has been a written allegation of a breach of the Code.
- (b) A decision by an Integrity Commission with respect to the alleged breach.
- (c) A decision by an Integrity Commission with respect to the imposition of a sanction.
- (d) A determination by an Appeal Panel.

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>BOARD POLICY</u>	
POLICY NUMBER:	P-7013
SUBJECT:	Legal Expense Insurance Coverage
EFFECTIVE DATE:	March 22, 1994
AMENDED DATE:	September 28, 2004; February 24, 2015

"I will remain in the world no longer, but they are still in the world, and I am coming to you. Holy Father, protect them by the power of your name, the name you gave me, so that they may be one as we are one."
John 17:11

1. The Dufferin-Peel Catholic District School Board (DPDCSB) promotes safe school practices and ensures the school board is protected against losses through its enrollment in the Ontario School Boards' Insurance Exchange (OSBIE), a province-wide school board-owned, non-profit insurance program available to school boards in Ontario.

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL</u> <u>BOARD POLICY</u>	
POLICY NUMBER:	P-4000
SUBJECT:	Public Health <u>Student Health Services</u>
REFERENCE:	GAP4015 Immunization – Suspension by the Ministry of Health (MOH) GAP4023 Provision of School Health Support Services GAP4024 Medical Procedures Protocol: Bolus Hydration of Water Via G-Tube GAP4025 Medical Procedures Protocol: Catheterization and Suctioning Procedure GAP4026 Medical Procedures Protocol: Do Not Resuscitate Order GAP4027 Medical Procedures Protocol: Administration of Continuous Oxygen GAP4001 Safety of Pupils: Communicable Diseases in Staff and Pupils GAP4028 Health – Pediculosis GAP4020 Safety of Pupils: Weather Guidelines for Recess and Lunch Breaks GAP 4022 Storage and Administration of Medication GAP4002 Safety of Pupils: Handling Bodily Fluids GAP4003 Student Accidents, Injuries, and Illnesses GAP4TBD Public Health Services to Schools
EFFECTIVE DATE:	(347) June 16, 1998
AMENDED DATE:	(083) January 25, 2011; <u>June TBD, 2025</u>

“He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him.”

Luke 10:34

1. The Dufferin-Peel Catholic District School Board (DPCDSB) ~~will~~ co-operate~~s~~ fully with the Ministry of Health and ~~Long Term~~Long-Term Care and the Ministry of Education in meeting the required health-related needs of ~~the pupils~~students; i.e., including:

a) immunization under the *Immunization of School Pupils Act*;

a)b) provision of health support services in school settings; Policy/Program Memorandum (PPM) 81 and Ministry Memo R. O. 114. immunization under the *Immunization of School Pupils Act*; the provision of health support services in school settings; Policy/Program Memorandum (81); Ministry Memo R. O. 114.

2. DPCDSB employees who are Regulated Health Professionals work under the direction of the school Principal, in collaboration with educators, other school staff and families, to enhance student well-being and educational achievement. They follow standards of practice outlined by the appropriate regulatory colleges and legislation regarding health and social services professionals and paraprofessionals (e.g., Regulated Health Professionals Act, 1991; Health Care Consent Act, 1996; Personal Health Information

[Protection Act, 2004; etc.\]\).](#)

DRAFT

3. The Director will develop detailed procedures for staff in these areas. [see GAP4015 and GAP4023]. DPCDSB addresses specific prevalent medical conditions (i.e., asthma, anaphylaxis, diabetes, and epilepsy and other seizures) and concussions. These conditions are addressed in policies *P-4003 Students With Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy)* and *P-4005 Concussions*, and their respective associated General Administrative Procedures (GAP) *GAP4000 Prevalent Medical Conditions* and *GAP4004 Concussions*.
4. Provision of public health and external health support services in DPCDSB are governed by policy *P-6004 Collaborative Partnerships* and its associated *GAP6001 Guidelines for Collaborative Relationships and Third Party Health and Social Services Support*.
 - a) Health promotion services in DPCDSB may be provided by local public health units (Peel Health or the Dufferin-Wellington-Grey Health Unit). Such services may include but are not limited to immunization clinics for intermediate students, elementary playground safety programs (e.g., PALS), mental health promotion (e.g., YES4MH), and active transportation programs.
 - b) External health support services for DPCDSB students with medical needs may be provided by local Community Care Access Centres Ontario Health at Home service agencies, designated Children's Treatment Centres, or other approved third-party providers.
5. DPCDSB has General Administrative Procedures (GAPs) for appropriate staff to respond to student medical needs and to support implementation of public health services, as listed below:
 - a) *GAP4015 Immunization – Suspension by the Ministry of Health (MOH)*
 - b) *GAP4023 Provision of School Health Support Services*
 - c) *GAP4024 Medical Procedures Protocol: Bolus Hydration of Water Via G-Tube*
 - d) *GAP4025 Medical Procedures Protocol: Catheterization and Suctioning Procedure*
 - e) *GAP4026 Medical Procedures Protocol: Do Not Resuscitate Order*
 - f) *GAP4027 Medical Procedures Protocol: Administration of Continuous Oxygen*
 - g) *GAP4001 Safety of Pupils: Communicable Diseases in Staff and Pupils*
 - h) *GAP4028 Health – Pediculosis*
 - i) *GAP4020 Safety of Pupils: Weather Guidelines for Recess and Lunch Breaks*
 - j) *GAP 4022 Storage and Administration of Medication*
 - k) *GAP4002 Safety of Pupils: Handling Bodily Fluids*
 - l) *GAP4003 Student Accidents, Injuries, and Illnesses*
 - m) *GAP4TBD Public Health Services to Schools*

GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	4000: HEALTH AND SAFETY
GAP NUMBER:	GAP4TBD
SUBJECT:	Public Health Services to Schools
REFERENCE:	P-4000 Student Health Services GAP4015 Immunization – Suspension by the Ministry of Health (MOH) GAP4001 Safety of Pupils: Communicable Diseases in Staff and Pupils GAP4028 Health – Pediculosis
EFFECTIVE DATE:	June TBD, 2025
AMENDED DATE:	

“I will seek the lost, and I will bring back the strayed, and I will bind up the injured, and I will strengthen the weak.”
Ezekiel 34:16

1 BACKGROUND

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) collaborates with its local public health units to provide public health services and programming to students, families, staff and school communities.
- 1.2 Peel Public Health supports DPCDSB schools located in Peel Region, while Wellington-Dufferin-Guelph Public Health supports DPCDSB schools in Orangeville.
- 1.3 Formal service agreements may be created between DPCDSB and the respective public health units serving school communities.

2 PUBLIC HEALTH SERVICES

- 2.1 Local public health units collaborate with schools to provide the following types of services and programming as needed and available:
 - a) student immunization clinics (e.g., school-based meningococcal, hepatitis B, and human papillomavirus vaccines for students in Grades 7 and 8);
 - b) dental and oral health screening;
 - c) health teaching resources;
 - d) physical and mental health promotion services to help schools meet their health goals;
 - e) supports to manage and report to the local health units any outbreaks of communicable diseases and illnesses of significance to public health;

- f) guidance regarding health considerations for students, such as outdoor activity in extreme heat or cold, and response to pediculosis in school settings;
- g) student playground leadership programs promoting participation and inclusion regardless of gender, size, or ability (e.g., Playground Activity Leaders in Schools – PALS).

2.2 DPCDSB will work with the local public health units to facilitate the distribution of important public health information to parents, guardians, staff, and school communities (e.g., letters from the Medical Officer of Health [MOH]) on an as needed basis.

2.3 DPCDSB collaborates with the local public health units on suspension and reinstatement of students with missing or incomplete vaccination records, as per the *Immunization of School Pupils Act*.

2.4 Where required in response to a public health emergency, DPCDSB will work with the local public health unit to facilitate community vaccination centres hosted at school sites.

3 ACCESS TO DPCDSB SCHOOLS FOR PUBLIC HEALTH PROGRAMMING

3.1 Prior to hosting student immunization or dental screening clinics, the local public health units shall contact DPCDSB schools with available clinic dates and shall provide schools with all necessary communication materials and permission forms for distribution to parents and guardians.

3.2 To access health promotion resources and programming, including on site student playground leadership **and mental health promotion**, the public health unit may contact Principals of local DPCDSB schools, their designates, or appropriate DPCDSB central staff to discuss access and/or implementation, as applicable. Principals may contact the local public health unit to access resources and programming as well.

3.3 Where schools are needed to host vaccination clinics in the event of a public health emergency, Principals shall work with the local public health unit to ensure student, staff, and school safety.

GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	4000: HEALTH AND SAFETY
GAP NUMBER:	GAP4TBD
SUBJECT:	Public Health Services to Schools
REFERENCE:	P-4000 Student Health Services GAP4015 Immunization – Suspension by the Ministry of Health (MOH) GAP4001 Safety of Pupils: Communicable Diseases in Staff and Pupils GAP4028 Health – Pediculosis
EFFECTIVE DATE:	June TBD, 2025
AMENDED DATE:	

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- 3.1 Prior to hosting student immunization or dental screening clinics, the local public health units shall contact DPCDSB schools with available clinic dates and shall provide schools with all necessary communication materials and permission forms for distribution to parents and guardians.
- 3.2 To access health promotion resources and programming, including on site student playground leadership and mental health promotion, the public health unit may contact Principals of local DPCDSB schools, their designates, or appropriate DPCDSB central staff to discuss access and/or implementation, as applicable. Principals may contact the local public health unit to access resources and programming as well.
- 3.3 Where schools are needed to host vaccination clinics in the event of a public health emergency, Principals shall work with the local public health unit to ensure student, staff, and school safety.



GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	4000 HEALTH AND SAFETY
GAP NUMBER:	GAP4015
SUBJECT:	Immunization – Suspension by the Ministry of Health (MOH)
REFERENCE:	<u>P-4000 Student Health Services</u> <u>Immunization of School Pupils Act</u> <u>Peel Health</u>
EFFECTIVE DATE:	<u>August 10, 1987</u> <u>January 9, 1991</u>
REVISED/AMENDED DATE:	<u>January 9, 1991; June TBD, 2025</u>

*“And he gave skill to human beings that he might be glorified in his marvelous works.
By them the physician heals and takes away pain; the pharmacist makes a mixture from them.
God’s works will never be finished; and from him health spreads over all the earth.”*
Sirach 38:6-8

1 MANDATORY IMMUNIZATION OF SCHOOL CHILDREN

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) complies with all applicable legislation regarding publicly funded schools in Ontario, including In June 1982 the Immunization of School Pupils Act. This act requires an Act was passed making it mandatory for all school pupils-students up to their 18th birthday under the age of 18 to be immunized against diphtheria, measles, mumps, poliomyelitis, rubella, and tetanus.
- 1.2 The Immunization of School Pupils Act includes Pthe provision is made for exemption upon medical or religious grounds.
- 1.3 Section 3 of the Immunization of School Pupils Act Bill authorizes a Medical Officer of Health (MOH) to require the suspension of a pupil-student who has not been immunized against the designated diseases and has not commenced the prescribed immunization program, unless the Medical Officer of Health MOH has received a statement of medical exemption or a statement of conscience or religious belief.
- 1.4 It is the responsibility of the applicable public health unit (i.e., Peel Public Health or Wellington-Dufferin-Guelph Public Health) to notify families of students who shall be suspended for failure to comply with the Immunization of School Pupils Act.

1.3 — If the a situation should arise which necessitates the suspension of a student or students by the M.O.H. MOH for failure to comply with the Immunization of School Pupils Act (Ontario, 1982), the following procedures will be followed shall occur:

- a) The Health Department of the Region of Peel The applicable public health unit shall will

prepare a suspension list and post-dated (four weeks) suspension orders for those students who are eligible for suspension.

- b) Four weeks prior to the actual suspension date, the suspension list, ~~with copies of the suspension orders attached, will~~ shall be sent to the school ~~principal~~ Principal from the public health unit. The ~~principal~~ Principal is asked to ~~shall~~ review the suspension list and encourage families of students on the list to identify any student who, because of special circumstances, should be removed from the list. follow up with the public health unit.
- c) ~~The principal should discuss the above mentioned students with the Supervisor of School Services at the Health Department of the Region of Peel.~~
- d) ~~Four days prior to and throughout the suspension period, the local public health unit will send the school an updated suspension list. The suspension orders, with complete instructions, will be mailed home to the student (if over 16 years of age) and his/her parents. Parents of students who are identified by the principal and the Health Department as inappropriate for suspension will be notified by the School Health Clerk by phone to disregard the suspension order.~~
- e)
- c)
- f) ~~The day before the suspension order goes into effect, the principal will be notified by the School Health Clerk from the Department of Health of any orders that are no longer valid (because the information has been supplied). These invalid orders can be torn up and discarded.~~
- g) d) Principals are required to enforce all valid suspension orders beginning on the day that the suspension goes into effect.
- h) e) Concerns and questions from parents and guardians should ~~shall~~ be directed to ~~the School Health Clerk at the Health Department~~ the local public health unit.
- i) f) Orders to rescind the suspension of a student from school ~~will~~ shall be issued from the local public Department of Health offices health unit upon:
 - (i) ~~Receipt~~ receipt of the requested immunization information, ~~and/or~~
 - (ii) ~~Updating~~ updating of the immunization status.
- j) g) It is the responsibility of the parent or guardian's ~~responsibility~~ to provide ~~the School Health clerk at the Health Department with this vaccination information to the local public health unit.~~ Note that students aged 16 and older must provide this information to the public health unit. The parent or guardian, or student aged 16 or older, will receive the rescind order from the ~~clerk~~ health unit at that time.
- k) ~~The parent or guardian or student must present the rescind order to the principal in order to be readmitted to the school.~~

- ~~1.5 Requests for exemption from the requirements of the *Immunization Act* which are received by principals should be directed to the school health clerk at the Health Department. The necessary forms will be forwarded to the parent with appropriate instructions. Failure to provide the necessary documentation will result in the initiation of the suspension procedures.~~
- 1.6 Details of the suspension shall not be filed in the ~~O.S.R. record~~ student's Ontario Student Record (OSR).
- ~~1.7 Any questions about these procedures as they relate to our school system to DPCDSB should may be directed to the appropriate Family of Schools Superintendent of Special Services.~~

2 IMMUNIZATION EXEMPTIONS

- ~~2.1 Principals shall direct any requests for exemption from the requirements of the *Immunization of School Pupils Act* to the local public health unit. The necessary forms will be forwarded to the parent or guardian or student aged 16 years and older with appropriate instructions.~~
- ~~2.2 Failure to provide the necessary exemption documentation will result in the initiation of the suspension procedures.~~



GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	4000 HEALTH AND SAFETY
GAP NUMBER:	GAP4015
SUBJECT:	Immunization – Suspension by the Ministry of Health (MOH)
REFERENCE:	P-4000 Student Health Services Immunization of School Pupils Act
EFFECTIVE DATE:	August 10, 1987
AMENDED DATE:	January 9, 1991; June TBD, 2025

*“And he gave skill to human beings that he might be glorified in his marvelous works.
By them the physician heals and takes away pain; the pharmacist makes a mixture from them.
God’s works will never be finished; and from him health spreads over all the earth.”
Sirach 38:6-8*

1 MANDATORY IMMUNIZATION OF SCHOOL CHILDREN

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) complies with all applicable legislation regarding publicly funded schools in Ontario, including the *Immunization of School Pupils Act*. This act requires all school students under the age of 18 to be immunized against diphtheria, measles, mumps, poliomyelitis, rubella, and tetanus.
- 1.2 The *Immunization of School Pupils Act* includes the provision for exemption upon medical or religious grounds.
- 1.3 Section 3 of the *Immunization of School Pupils Act* authorizes a Medical Officer of Health (MOH) to require the suspension of a student who has not been immunized against the designated diseases and has not commenced the prescribed immunization program, unless the MOH has received a statement of medical exemption or a statement of conscience or religious belief.
- 1.4 It is the responsibility of the applicable public health unit (i.e., Peel Public Health or Wellington-Dufferin-Guelph Public Health) to notify families of students who shall be suspended for failure to comply with the *Immunization of School Pupils Act*.
- 1.5 If a situation should arise which necessitates the suspension of a student or students by the MOH for failure to comply with the *Immunization of School Pupils Act*, the following shall occur:
 - a) The applicable public health unit shall prepare a suspension list and post-dated (four weeks) suspension orders for those students who are eligible for suspension.
 - b) Four weeks prior to the actual suspension date, the suspension lists shall be sent to the school Principal from the public health unit. The Principal shall review the suspension list and encourage families of students on the list to follow up with the public health unit.

- c) Four days prior to and throughout the suspension period, the local public health unit will send the school an updated suspension list.
 - d) Principals are required to enforce all valid suspension orders beginning on the day that the suspension goes into effect.
 - e) Concerns and questions from parents and guardians shall be directed to the local public health unit.
 - f) Orders to rescind the suspension of a student from school shall be issued from the local public health unit upon:
 - (i) receipt of the requested immunization information; and/or
 - (ii) updating of the immunization status.
 - g) It is the responsibility of the parent or guardian to provide vaccination information to the local public health unit. Note that students aged 16 and older must provide this information to the public health unit. The parent or guardian, or student aged 16 or older, will receive the rescind order from the health unit at that time.
- 1.6 Details of the suspension shall not be filed in the student's Ontario Student Record (OSR).
- 1.7 Any questions about these procedures as they relate to DPCDSB may be directed to the appropriate Family of Schools Superintendent.

2 IMMUNIZATION EXEMPTIONS

- 2.1 Principals shall direct any requests for exemption from the requirements of the *Immunization of School Pupils Act* to the local public health unit. The necessary forms will be forwarded to the parent or guardian or student aged 16 years and older with appropriate instructions.
- 2.2 Failure to provide the necessary exemption documentation will result in the initiation of the suspension procedures.

GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	4000: HEALTH AND SAFETY
GAP NUMBER:	GAP4023
SUBJECT:	Provision of School Health Support Services
REFERENCE:	Admin Council— March 23, 1998 <u>P-4000 Public Health Student Health Services</u> <u>Policy/Program Memorandum 81: Provision of health support services in school settings</u>
EFFECTIVE DATE:	September, 1998
REVIEWED/AMENDED DATE:	January 2013; October 2013; <u>June TBD, 2025</u>
REPLACES:	<u>514.01</u>
PAGE	<u>1 of 2</u>

*“The Lord bless you and keep you;
the Lord make his face to shine upon you, and be gracious to you;
the Lord lift up his countenance upon you, and give you peace.”*
Numbers 6:24-26

1 AUTHORITY

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) provides health support services in schools in accordance with the Ministry of Education’s Policy/Program Memorandum [(PPM)] No. 81: (July 19, 1984) – Provision of health support services in school settings.

2 BACKGROUND

- 2.1 School boards, ~~and~~ Community Care and Access Centres [(CCAC)] Ontario Health at Home ~~have collaborated, and designated Children’s Treatment Centres collaborate~~ regarding the provision of health support and rehabilitation services to school-age children, beyond educational services -provided by school boards.
- 2.2 In accordance with ~~Policy/Program Memorandum No.81~~ PPM 81, the responsibility for the provision of specialized health support services in school settings ~~will be~~ is shared by the Ministries of: Education, Health and Long-Term Care, and Children, Community and Social Services.
- 2.3 Within DPCDSB schools ~~At the local level~~, the responsibility for the provision of specialized health support and rehabilitation services in school settings is shared by ~~the Dufferin-Peel Catholic District School Board, DPCDSB, local Ontario Health at Home teams and their designated service provider agencies, Community Care Access Center (local CCAC) and the local Children’s Treatment Centre designated agencies~~ operating under the Ministry of Children, Community and Social Services.

3 HEALTH AND REHABILITATION SERVICES IN DPCDSB SCHOOLS

3.1 ~~The board~~ DPCDSB and/or outside agencies assist students with specialized health and rehabilitation supports which may include:

- a) Nursing
- b) Occupational Therapy
- c) Physiotherapy
- d) Chest Therapy
- e) Accessibility and Environmental Assessment
- f) Specialized Equipment Prescriptions and Recommendations
- g) Nutrition based on medical diagnosis
- h) Speech Therapy ~~(CCAC)~~ (through referral by access through the DPCDSB Speech and Language Pathologist (SLP))
- i) Administration of prescribed medications
- j) Catheterization
- k) Suctioning (shallow/deep)
- l) Lifting and Positioning
- m) Assistance with Mobility
- n) Feeding (by mouth or G-tube)
- o) Personal Care
- p) ~~Self-Care~~ Self-Care

~~3.2 The following Model for Provision for School Health Support Services in Peel, January 1995, outlines services and responsibilities of board staff and CCAC providers. (For further information regarding the Provision of Health Support Services in School Settings, consult the Family Special Education Consultant.)~~

~~3.3~~

3.2 The principal oversees the delivery of school health support and rehabilitation services in schools by DPCDSB staff and/or approved external agency staff.

3.3 The Dufferin Peel Catholic District School Board DPCDSB supports the position of the applicable Ministries, that children should be encouraged to be as independent as possible in providing these services. Therefore, students ~~should~~ shall be supported, given their age and limitations, in fostering independence in as many of these services as possible and practical.

~~—~~ DPCDSB, through the local Ontario Health at Home agencies and the designated Children's Treatment Center as appropriate, is obligated to ensure appropriate training, direction, and consultation for designated DPCDSB staff who perform health support services for students.

3.4

3.5 Some DPCDSB staff are hired and trained to provide specific health supports to students (e.g., Educational Resource Workers). ~~However, in the event that~~ staff members not specifically hired to provide health support ~~services cannot, for any reason, assist in the provision of these services, they~~ are neither expected, nor required to provide health support services.

3.6 Where staff, not specifically hired to perform health related services, are willing and able to perform a service, the staff will be supported in doing to do so, and will be given appropriate training, direction, and consultation as required and/or as appropriate.

3.7 ~~In order to~~To ensure the safety of a student within a school program, it may be recommended that a student's attendance at school be delayed for a reasonable period of time to allow arrangements to be put into place for provision of necessary health support services. These arrangements may include access to personal care equipment, environmental accommodations, appropriate training, and/or direction and consultation with the service provider. Home instruction may be provided as appropriate.

~~3.8—The Board~~DPCDSB carries liability insurance to protect designated staff ~~in the event that~~if legal action arises from the provision of these services.

~~3.9—~~

~~The Board~~DPCDSB, ~~through the Community Care Access Centre~~local CCAC, ~~and the parents/guardians, as appropriate, is obligated to ensure appropriate training, direction, and consultation, for designated board~~DPCDSB staff who perform health support services for students.

~~3.10~~3.8

GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	4000: HEALTH AND SAFETY
GAP NUMBER:	GAP4023
SUBJECT:	Provision of School Health Support Services
REFERENCE:	P-4000 Student Health Services Policy/Program Memorandum 81: Provision of health support services in school settings
EFFECTIVE DATE:	September, 1998
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Numbers 6:24-26*

1 AUTHORITY

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) provides health support services in schools in accordance with the Ministry of Education’s *Policy/Program Memorandum (PPM) 81: Provision of health support services in school settings*.

2 BACKGROUND

- 2.1 School boards, Ontario Health at Home, and designated Children’s Treatment Centres collaborate regarding the provision of health support and rehabilitation services to school-age children, beyond educational services provided by school boards.
- 2.2 In accordance with PPM 81, the responsibility for the provision of specialized health support services in school settings is shared by the Ministries of: Education, Health and Long-Term Care, and Children, Community and Social Services.
- 2.3 Within DPCDSB schools, the responsibility for the provision of specialized health support and rehabilitation services in school settings is shared by DPCDSB, local Ontario Health at Home teams and their designated service provider agencies, and the local Children’s Treatment Centre operating under the Ministry of Children, Community and Social Services.

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 - c) Physiotherapy

- d) Chest Therapy
- e) Accessibility and Environmental Assessment
- f) Specialized Equipment Prescriptions and Recommendations
- g) Nutrition based on medical diagnosis
- h) Speech Therapy (access through the DPCDSB Speech and Language Pathologist (SLP))
- i) Administration of prescribed medications
- j) Catheterization
- k) Suctioning (shallow/deep)
- l) Lifting and Positioning
- m) Assistance with Mobility
- n) Feeding (by mouth or G-tube)
- o) Personal Care
- p) Self-Care

- 3.2 The principal oversees the delivery of school health support and rehabilitation services in schools by DPCDSB staff and/or approved external agency staff.
- 3.3 DPCDSB supports the position of the applicable Ministries, that children should be encouraged to be as independent as possible in providing these services. Therefore, students shall be supported, given their age and limitations, in fostering independence in as many of these services as possible and practical.
- 3.4 DPCDSB, through the local Ontario Health at Home agencies and the designated Children's Treatment Center as appropriate, is obligated to ensure appropriate training, direction, and consultation for designated DPCDSB staff who perform health support services for students.
- 3.5 Some DPCDSB staff are hired and trained to provide specific health supports to students (e.g., Educational Resource Workers). However, staff members not specifically hired to provide health support are neither expected nor required to provide health support services.
- 3.6 Where staff not specifically hired to perform health related services are willing and able to perform a service, the staff will be supported to do so, and will be given appropriate training, direction, and consultation as required and/or as appropriate.
- 3.7 To ensure the safety of a student within a school program, it may be recommended that a student's attendance at school be delayed for a reasonable period of time to allow arrangements to be put into place for provision of necessary health support services. These arrangements may include access to personal care equipment, environmental accommodations, appropriate training, and/or direction and consultation with the service provider. Home instruction may be provided as appropriate.
- 3.8 DPCDSB carries liability insurance to protect designated staff if legal action arises from the provision of these services.

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>BOARD POLICY</u>	
BOARD POLICY NUMBER:	<u>7-10P-2010</u>
SUBJECT:	Student Transportation Services (Home to School)
REFERENCE:	STOPR and STWDSTS Procedures
EFFECTIVE DATE:	March 26, 2002; (159) Revised May 26, 2015; Revised January 28, 2020
AMENDED DATE:	<u>May 26, 2015; January 28, 2020; June TBD, 2025</u>

A. Overview

*"For he will command his angels concerning you
to guard you in all your ways. Think over what I say, for the Lord will give you understanding in all things"*
2 Timothy 2:7 Psalm 91:11

A. OVERVIEW

1. Pursuant to the *Education Act R.S.O.1990*, school boards may provide home-to-school transportation services for their students.
2. Transportation of students in Caledon, Brampton, and Mississauga shall be provided by Student Transportation of Peel Region (STOPR). STOPR is the consortium that has been established by the Dufferin-Peel Catholic District School Board (DPCDSB) and the Peel District School Board (PDSB), under the Ministry of Education's mandate, to provide transportation services for students within Peel Region.
3. Transportation of students in ~~the~~ Dufferin County shall be provided by *Service de transport de Wellington-Dufferin Student Transportation Services* (STWDSTS). STWDSTS is the consortium that has been established by ~~the Dufferin-Peel Catholic District School Board~~ DPCDSB and the Upper Grand District School Board (UGDSB), under the Ministry of Education's mandate, to provide transportation services for students within Dufferin region.
4. Some bus routes may incorporate integrated ridership with students from either ~~the Peel District School Board~~ PDSB, ~~the Upper Grand District School Board~~ UGDSB, or the Conseil scolaire Viamonde riding on the same buses as ~~the Dufferin-Peel Catholic District School Board~~ DPCDSB students, where feasible.
5. As a method of enhancing the safety of Kindergarten and Grade 1 students, it is ~~the DPCDSB's policy of the Dufferin-Peel Catholic District School Board~~ the DPCDSB's policy that all Kindergarten and Grade 1 students utilizing transportation services adhere to the Primary Protocol procedures of STOPR and STWDSTS.

B. ELIGIBILITY

B. Eligibility

~~C.~~

- ~~6. The following outlines the eligibility policies for students to access transportation services within the jurisdiction of the Board:~~
 - ~~6. Only students residing within the DPCDSB's jurisdiction of the Dufferin-Peel Catholic District School Board and who are registered in and attending a DPCDSB school ("DPCDSB Students") operated by this Board are eligible for transportation service.~~
-

7. ~~Students-DPCDSB Students~~ are eligible for transportation services in the Region of Peel if their primary address is within the school's attendance boundary, at a distance of more than:

<u>Kindergarten through Grade 1</u>	<u>1.0 km</u>
<u>Grades 2 through 4</u>	<u>1.6 km</u>
<u>Grades 5 through 8</u>	<u>2.0 km</u>
<u>Secondary students</u>	<u>3.8 km*</u>

<u>Kindergarten to Grade 1</u>	<u>1.0 km</u>
<u>Grades 2 to 4</u>	<u>1.6 km</u>
<u>Grades 5 to 8</u>	<u>2.0 km</u>
<u>Secondary</u>	<u>3.8 km*</u>

* 3.2 Kilometres-km in communities not served by public transit.

8. Students are eligible for transportation services in ~~the~~ Dufferin County and ~~the~~ Town of Orangeville if their primary address is within the school's attendance boundary, at a distance of more than:

<u>Kindergarten through Grade 1</u>	<u>1.0 km</u>
<u>Grades 2 through 4</u>	<u>1.6 km</u>
<u>Grades 5 through 6</u>	<u>1.6 km</u>
<u>Grades 7 through 8</u>	<u>2.0 km</u>
<u>Secondary students</u>	<u>3.8 km*</u>

<u>Kindergarten to Grade 1</u>	<u>1.0 km</u>
<u>Grades 2 to 4</u>	<u>1.6 km</u>
<u>Grades 5 to 6</u>	<u>1.6 km</u>
<u>Grades 7 to 8</u>	<u>2.0 km</u>
<u>Secondary</u>	<u>3.8 km*</u>

* 3.2 Kilometres-km in communities not served by public transit

9. Application of the transportation eligibility distance criteria as outlined above will be determined by ~~Student Transportation of Peel Region (STOPR)~~ or ~~Service de transport de Wellington-Dufferin-Student Transportation Services (STWDSTS)~~, in accordance with their procedures (e.g., determining student eligibility for transportation, bus stop locations, route planning, transportation reassessments);).
10. ~~DPCDSB~~ Students attending the Extended French Program and St- Sofia Byzantine Catholic Elementary School are eligible for transportation, subject to the above noted distance requirements;).
11. ~~DPCDSB~~ Students may be transported for reasons other than distance by STOPR or STWDSTS in accordance with their procedures (e.g., crossing of railway tracks that are not equipped with warning signals);).
12. ~~DPCDSB~~ Students with special needs or students attending special education programs may be eligible for transportation upon the recommendation of the Special Education ~~& Support and Learning~~ Services

Department and in accordance with STOPR or STWDSTS procedures.

13. DPCDSB Students with medical conditions may be eligible for transportation in accordance with STOPR or STWDSTS procedures.

14. DPCDSB Students who are not eligible for transportation may access courtesy seats available on some bus routes in accordance with STOPR or STWDSTS procedures.

C. ACTIVE AND SUSTAINABLE TRANSPORTATION

15. Active transportation is a term for human-powered forms of transportation. Examples include walking, cycling, skateboarding, scootering (no-motorized), in-line skating, using a manual wheelchair, using a walker, or using other human-powered mobility devices.

16. Sustainable transportation includes using school buses or public transit.

17. DPCDSB recognizes the benefits of active and sustainable transportation to school, including improved physical health, positive impacts on mental health and well-being, lower stress and mental readiness to learn, improved independence and ability to travel safely, reduced traffic congestion, improved safety at school arrival and dismissal times, and reduced pollution.

- ~~14.~~18. DPCDSB shall promote, where possible, the use of active and/or sustainable transportation by students to its schools.

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
POLICY NUMBER:	P-2010
SUBJECT:	Student Transportation Services (Home to School)
REFERENCE:	STOPR and STWDSTS Procedures
EFFECTIVE DATE:	March 26, 2002
AMENDED DATE:	May 26, 2015; January 28, 2020; June TBD, 2025

*“For he will command his angels concerning you
to guard you in all your ways.”*

Psalm 91:11

A. OVERVIEW

1. Pursuant to the *Education Act R.S.O.1990*, school boards may provide home-to-school transportation services for their students.
2. Transportation of students in Caledon, Brampton, and Mississauga shall be provided by Student Transportation of Peel Region (STOPR). STOPR is the consortium that has been established by the Dufferin-Peel Catholic District School Board (DPCDSB) and the Peel District School Board (PDSB), under the Ministry of Education’s mandate, to provide transportation services for students within Peel Region.
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4. Some bus routes may incorporate integrated ridership with students from either PDSB, UGDSB, or the Conseil scolaire Viamonde riding on the same buses as DPCDSB students, where feasible.
5. As a method of enhancing the safety of Kindergarten and Grade 1 students, it is DPCDSB’s policy that all Kindergarten and Grade 1 students utilizing transportation services adhere to the Primary Protocol procedures of STOPR and STWDSTS.

B. ELIGIBILITY

6. Only students residing within DPCDSB’s jurisdiction and who are registered in and attending a DPCDSB school (“DPCDSB Students”) are eligible for transportation service.

7. DPCDSB Students are eligible for transportation services in the Region of Peel if their primary address is within the school's attendance boundary, at a distance of more than:

Kindergarten through Grade 1	1.0 km
Grades 2 through 4	1.6 km
Grades 5 through 8	2.0 km
Secondary students	3.8 km*

** 3.2 km in communities not served by public transit.*

8. Students are eligible for transportation services in Dufferin County and the Town of Orangeville if their primary address is within the school's attendance boundary, at a distance of more than:

Kindergarten through Grade 1	1.0 km
Grades 2 through 4	1.6 km
Grades 5 through 6	1.6 km
Grades 7 through 8	2.0 km
Secondary students	3.8 km*

** 3.2 km in communities not served by public transit*

9. Application of the transportation eligibility distance criteria as outlined above will be determined by STOPR or STWDSTS, in accordance with their procedures (e.g., determining student eligibility for transportation, bus stop locations, route planning, transportation reassessments).
10. DPCDSB Students attending the Extended French Program and St Sofia Byzantine Catholic Elementary School are eligible for transportation, subject to the above noted distance requirements.
11. DPCDSB Students may be transported for reasons other than distance by STOPR or STWDSTS in accordance with their procedures (e.g., crossing of railway tracks that are not equipped with warning signals).
12. DPCDSB Students with special needs or students attending special education programs may be eligible for transportation upon the recommendation of the Special Education and Learning Services Department and in accordance with STOPR or STWDSTS procedures.
13. DPCDSB Students with medical conditions may be eligible for transportation in accordance with STOPR or STWDSTS procedures.
14. DPCDSB Students who are not eligible for transportation may access courtesy seats available on some bus routes in accordance with STOPR or STWDSTS procedures.

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16. Sustainable transportation includes using school buses or public transit.
17. DPCDSB recognizes the benefits of active and sustainable transportation to school, including improved physical health, positive impacts on mental health and well-being, lower stress and mental readiness to learn, improved independence and ability to travel safely, reduced traffic congestion, improved safety at school arrival and dismissal times, and reduced pollution.
18. DPCDSB shall promote, where possible, the use of active and/or sustainable transportation by students to its schools.

DRAFT

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>POLICY</u>	
POLICY NUMBER:	P-8009
SUBJECT:	Enrolment Management
REFERENCE:	P-2007 Access to Regional Programs of Choice P-8002 Pupil Accommodation Review GAP2001 Admissions: Flexible Boundary Including Capped and Overflow Schools GAP8005 Boundary Reviews GAP8006 Pupil Accommodation Review GAP8015 Enrolment Management Strategy
EFFECTIVE DATE:	June TBD, 2025
AMENDED DATE:	

"Then little children were being brought to him in order that he might lay his hands on them and pray. The disciples spoke sternly to those who brought them; but Jesus said, 'Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs.'"

Matthew 19:13-14

1. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring that students are accommodated in safe, well-maintained schools with sufficient space for programs and access, and that school enrolments remain viable and sustainable over time.
2. DPCDSB's Planning Department is responsible for generating short- and long-term enrolment projections to manage DPCDSB schools in terms of available space for local student populations, as well as to identify where regional and local programs of choice can be added, maintained, or relocated, as needed.
3. The Planning Department uses short- and long-term enrolment projections to determine whether temporary student accommodation (i.e., portables, port-a-packs) needs to be added to or removed from schools. These projections and enrolment analyses also inform whether renovation to develop additional permanent student spaces is required at schools.
4. The Planning Department is responsible for conducting boundary reviews to ensure efficient use of DPCDSB schools in terms of student accommodation for programming and access. Boundary reviews may include:
 - a) expansion of existing school boundaries to accommodate new construction;
 - b) identification of new school boundaries;
 - c) consolidation of school boundaries related to school closure (see [P-8002](#) *Pupil Accommodation Review*), or;
 - d) revision of school boundaries to address student population projections and access to programs of choice.

5. At times, and in consultation with the Planning Department and applicable Family of Schools, staff need to implement an enrolment management strategy, or “cap” at a school to address student accommodation for programming and access. Capped schools have set maximum enrolment levels per grade to ensure sufficient physical space for teaching and learning. Enrolment caps include the following considerations:
- a) enrolment caps include student spaces for regional or local programs of choice;
 - b) enrolment over the cap results in students being redirected to an identified overflow school;
 - c) DPCDSB accommodates all in-boundary DPCDSB feeder school students registering for Grade 9 at capped secondary schools first, followed by all in-boundary non-DPCDSB students;
 - d) flexible boundary requests to attend a capped school may be approved where the cap has not been reached.



GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	8000 SCHOOLS, MAINTENANCE, AND FACILITIES
GAP NUMBER:	GAP8015
SUBJECT:	Enrolment Management Strategy
REFERENCE:	P-8009 Enrolment Management GAP2001 Admissions: Flexible Boundary Including Capped and Overflow Schools
EFFECTIVE DATE:	June TBD, 2025
AMENDED DATE:	

“Whoever welcomes this child in my name welcomes me, and whoever welcomes me welcomes the one who sent me; for the least among all of you is the greatest.”

Luke 9:48

1 PURPOSE

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring that school enrolments remain viable and sustainable over time.
- 1.2 At times, and in consultation with the Planning Department and applicable Family of Schools, staff need to implement an enrolment management strategy at a school to address student accommodation for programming and access.

2 DEFINITIONS

- 2.1 **Enrolment Management Strategy:** Strategy by which school enrolment is capped.
- 2.2 **Capped School:** A school at which a maximum enrolment has been implemented per grade to ensure space for programming and student access.
- 2.3 **Flexible Boundary:** A request and/or approval to attend a DPCDSB school by a student living outside that school's boundaries.
- 2.4 **Home School:** The neighbourhood DPCDSB school that a student would attend based on their home address.
- 2.5 **Overflow School:** The school to which students may be directed when enrolment at a local school exceeds the available capacity (e.g., where enrolment exceeds the maximum at a Capped School).
- 2.6 **Receiving School:** The DPCDSB school that a student requests to attend on flexible boundary admission despite living outside this school's boundaries.

3 IDENTIFICATION OF CAPPED SCHOOLS

- 3.1 Enrolment priority in all DPCDSB schools shall be given to students residing within the local school boundary.
- 3.2 The Planning Department, in consultation with the applicable Family of Schools Superintendent, will undertake an enrolment analysis in situations where long-term enrolment is expected to exceed capacity. This analysis shall determine if the school warrants an enrolment cap.
- 3.3 The following are considerations for identifying the need for an enrolment cap:
 - 3.3.1 short- and long-term enrolment projections and timing of new development areas;
 - 3.3.2 available capacity in the local and surrounding schools;
 - 3.3.3 physical site capacity limitations (e.g., site size, space for portables, available parking, funding and space for additions);
 - 3.3.4 suitable Overflow School location(s).

4 ENROLMENT MANAGEMENT STRATEGY: CAPPED AND OVERFLOW SCHOOLS

- 4.1 DPCDSB's Enrolment Management Strategy may require schools to be identified as Capped Schools with a maximum enrolment number to ensure sufficient space in the school for programming and student access. Enrolment caps shall be implemented as follows:
 - 4.1.1 Elementary enrolment caps shall be implemented starting with a maximum enrolment size applied to Junior Kindergarten (i.e., Year 1).
 - 4.1.2 Secondary enrolment caps shall be implemented starting with a maximum enrolment size applied to Grade 9.
- 4.2 DPCDSB secondary Capped Schools shall work to accommodate all in-coming Grade 9 students from DPCDSB feeder schools located within the respective secondary school boundary.
- 4.3 DPCDSB secondary Capped Schools that have accommodated all incoming Grade 9 students from their local DPCDSB feeder schools shall accommodate, where space permits, Grade 9 students new to DPCDSB and who reside within the respective secondary school boundary.
- 4.4 In cases where in-boundary admission by students new to DPCDSB is being sought for siblings of students already enrolled at a Capped School, admission to the Capped school shall be approved only where space permits.
- 4.5 Capped secondary schools may admit in-boundary students from other grades, where the maximum enrolment cap for that grade has not been reached.

- 4.6 Capped elementary schools may admit students from other grades where the maximum enrolment cap has not been reached.
- 4.7 Flexible Boundary requests to a Receiving School that is also a Capped School may be approved if that school has not reached its maximum enrolment cap. DPCDSB secondary Capped Schools that have accommodated all in-coming, within boundary Grade 9 students may accommodate Grade 9 Flexible Boundary Students where space permits.
- 4.8 Flexible Boundary requests may be accommodated in other grades at the Capped School where enrolment space permits. Note that the total number of both in-boundary and Flexible Boundary students permitted in each grade shall not exceed the total students in the enrolment cap.
- 4.9 DPCDSB reserves the right to suspend access to schools via Flexible Boundary request, where warranted by enrollment analysis.
- 4.10 DPCDSB shall identify an Overflow School for each Capped School.
 - 4.10.1 Note that St James (elementary International Baccalaureate), St Sofia (Ukrainian programming), and Holy Name of Mary (all-girls secondary school) offer unique programs that are not available at any other DPCDSB school. Enrolment requests exceeding the cap at each of these sites shall be directed to the applicant's Home School.
- 4.11 In-boundary students who are directed to an Overflow School will be eligible for transportation based on the DPCDSB transportation distance criteria. The Capped School shall provide students who are directed to the Overflow School with a letter to prove they are eligible for DPCDSB-provided transportation.
- 4.12 Transportation of Flexible Boundary Students who are directed to an Overflow School is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB.
- 4.13 Where the Capped School has reached its maximum enrolment, Flexible Boundary requests shall be directed to the identified Overflow School or back to their Home School.
- 4.14 Once a student has been admitted from a Capped School into an Overflow School, it is expected that the student remains at the Overflow School for the remainder of their academic career. This placement may be jointly reviewed by the Principals, in consultation with the Family of Schools Superintendent(s), on a case-by-case basis based on programming needs, specific programs, and physical space.

5 RANDOM SELECTION FOR ACCESS TO CAPPED SECONDARY SCHOOLS

- 5.1 As indicated in 4.2 of this GAP, incoming Grade 9 students from DPCDSB feeder schools shall be automatically accommodated within the enrolment cap.
- 5.2 Where space permits within the enrolment cap, the Capped School shall designate a cut-off date for applications for all in-boundary, incoming Grade 9 students new to DPCDSB.

- 5.3 Where applications for in-boundary, incoming Grade 9 students who are new to DPCDSB exceed the available enrolment cap space, a random selection process is triggered at the school. The random selection process must be completed no later than January 31.
- 5.4 Where the enrolment cap has not been reached after January 31, a Capped School may continue to accept applications on a first come, first served basis, until the enrolment cap is reached.

6 PROGRAMS OF CHOICE IN CAPPED SCHOOLS

- 6.1 In addition to its regular track programming to deliver the Ontario Curriculum and Catholic education at each neighbourhood school, DPCDSB offers limited-enrolment regional and local programs of choice at select schools, for interested students. Examples include Advanced Placement, All-Girls, Extended French and French Immersion, International Baccalaureate, Specialist High-Skills Major, and Ukrainian programs.
- 6.2 Where a Capped School hosts a regional or local program of choice, enrollment into these programs shall be included as part of the elementary grade or Grade 9 cap maximum, as applicable to school type.
- 6.3 Regional and local programs of choice at Capped Schools may also have an identified cap, which shall be adjusted as needed to ensure all regular track program access for in-boundary students is accommodated within the overall enrolment cap.
- 6.4 DPCDSB reserves the right to change the location of regional and local programs of choice should regular track enrollment projections require additional space.
- 6.5 No new programs of choice shall be added to Capped Schools without prior consultation with the Planning Department.

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD**GENERAL ADMINISTRATIVE PROCEDURES**

Section: 8000 SCHOOLS, MAINTENANCE, AND FACILITIES
Procedure #: GAP8015
Subject: School Consolidation
Reference: Motion 239 (2002.06.11)
Effective Date: June 2002
Amended Date: -

The operating procedure relating to the school consolidation procedure will consist of four (4) clearly defined stages, namely:

- I Identification
- II Review and Analysis
- III Alternative Recommendations and Implications
- IV Implementation

The Superintendent of Planning will be involved in school consolidation studies and will help with coordination and act as a resource to the Superintendent of Schools. This will ensure more consistency in carrying out the operating procedure below.

The implementation of a school consolidation will occur over three school years, and in this regard, the procedure refers to the various stages occurring in Years A, B and C of the implementation process. It should be noted that the timelines identified in this procedure might be adjusted subject to the needs of the impacted communities.

STAGE 1 - IDENTIFICATION:

In November of each school year, the Superintendent of Planning, in cooperation with the Superintendents of Schools, shall undertake an analysis of all schools to determine whether there are factors that indicate that consolidation or boundary changes should be considered to ensure that schools could offer appropriate academic programs and educational experiences for students. The analyses should include an assessment of short- and long-term enrolments, capacities, size of schools and school facility conditions.

The factors to be considered in the analyses are outlined in greater detail below.

It is the intent of this procedure that any combination of the factors identified below may cause the Superintendent of Planning and a Superintendent of Schools to determine that school consolidation, boundary changes or other accommodation options should be further considered for specific schools.

A. ENROLMENT ANALYSIS

One of the primary factors that need to be considered in determining whether a consolidation of schools should be identified is the assessment of the current and long-term enrolments for a school. Where the short- and long-term enrolments are dramatically less than the pupil capacity of the school, a review of the school enrolments should be undertaken. There are funding implications where enrolments are substantially less than capacity and assessment of enrolments versus capacity is an issue that should be addressed.

- a) schools where enrolment is less than **50% of PARC capacity and/or (PARC capacity is the pupil place loading for a school as established by the Ministry of Education);**
- b) where the enrolment projections indicate a static or **continued decline over the** long term (5 to 10 years) in student population levels. Municipal planning data will be considered in conjunction with school board enrolment data in reviewing the projected student population level.

B. ANALYSIS OF SCHOOLS WITH LOW ENROLMENTS

The Superintendent of Planning and the Superintendent of Schools shall also assess schools with small enrolments to determine whether a viable program and educational experience can be offered to students in the school. In this regard, program, facility and financial analyses shall be carried out where the projected September enrolment is less than 250 students at an elementary school and where the projected September enrolment is less than 500 students at a secondary school.

The factors to be considered in the analyses should include the following factors:

Program Analysis

- a) numbers of students in each grade level; extremely small numbers in any grade limit possibilities for group work, peer choices, and student competition;
- b) assess impact of school population size on the possibilities for athletic teams, after school clubs, music or drama productions, field trips, retreats, guest speakers, etc.
- c) at the elementary level, assess the impact of school population size on preparation for Grade 8 graduation to secondary school; consider the social implications of students moving from a very small student population to a very large student population at the secondary level; also, can sufficient arrangements be made with respect to Grade 8 graduation ceremonies, awards, etc.
- d) number and occurrence of split grades in elementary schools; although appropriate educational standards can be achieved with split grades, an extremely high dependence on the use of split grades could limit educational opportunities for students and teachers;
- e) at the secondary level, consider whether a sufficient range of options can be offered to provide adequate choices for students in all three strands of the secondary school program.

- f) assess impact on the possibilities for teacher collaboration; a very small staff size can limit opportunities for mentoring new teachers and for developing creative academic programming.

Facility Analysis

- a) assess the age and availability of student facilities at the school. The size and age of the school may dictate that few modern amenities are available in the school. In older schools, standard academic spaces such as gymnasias, libraries and specialty rooms may not exist or may not meet current standards. This factor should also be included in an assessment of whether a viable school program can be offered to students in the neighbourhood school.

Financial Analyses

- a) assess the cost of operating the school with the small enrolment versus the cost of operating an average sized school. Staffing, maintenance, repair costs, etc., should be considered in the analyses.
- b) assess the impact of maintaining the school with small enrolment on the balance of the Family of Schools; consider staffing implications, particularly with respect to resource staff.

The schools that demonstrate these characteristics will be identified by the Superintendent of Planning, in consultation with the individual Superintendent of Schools, for further review.

1. In December of Year A, recommendations for Review and Analysis will be presented to the Administrative Council who will designate which schools are to proceed to Stage II.
2. In January of Year A, Superintendent of Planning and Superintendent of Schools for the affected school will prepare a report to the Administration and Finance Committee recommending that the balance of the Consolidation Procedure be implemented for schools designated for further review. The report will subsequently be submitted to the Board for consideration.

STAGE II - REVIEW AND ANALYSIS:

1. Where the Board has determined that a further review of a school under the consolidation procedure should be undertaken, the Superintendent of Schools will:
 - a) in February of Year A, parents of the students in the designated school(s) shall be informed in writing that the Review and Analysis is occurring and advise parents of the process that will be utilized;
 - b) establish the Review and Analysis Committee as per Stage II, 2;
 - c) keep the community aware of the Review and Analysis Committee's work;

- d) inform all landowners who live within 91.44 m (300 feet) of a designated school of the possible change.

2. **Review and Analysis Committee** - formed in February, Year A. This Committee should be formed at the Family of Schools level and should consist of the Superintendent of Schools (Chairman), Superintendent of Planning, Principals of the identified and affected school(s), local Trustee(s), local pastor, and two (2) parent/guardian of the School Council from each school impacted by the consolidation.

N.B. Other board staff will be included as needed, including staff from the Planning, Finance, and Plant Departments.

3. The Review and Analysis Committee shall examine the strengths and weaknesses of the current situation and the advantages and disadvantages of consolidation. Consideration should be given to the following:
 - a) Academic programming in each school and within the family or families of schools.
 - b) Costs of staffing, servicing and maintenance.
 - c) Implications for local parishes and the ministering of pastoral, sacramental and chaplaincy services to students.
 - d) Ancillary programs, for example, special education and heritage languages program;
 - e) Social and recreational implications for the community
 - f) Transportation and dislocation of students
 - g) Financial effects of closing or not closing a school
 - h) Possible alternate use or disposition of school building if closed
 - i) Any special local needs

STAGE III - ALTERNATIVE RECOMMENDATIONS AND IMPLICATIONS

1. In April of Year A, upon completion of Stage II (Review and Analysis), the Review and Analysis Committee will prepare a written Report for the Administrative Council. This report will contain a number of alternative recommendations and their related implications.
2. By May 1 of Year A, the Administrative Council shall identify the specific recommendation(s) deemed most appropriate and direct the Superintendents - Family, and Planning to present these recommendation(s) to the Administration And Finance Committee of the Board.
3. The Administration and Finance Committee will receive this/these recommendation(s) for information purposes only and will identify the specific meeting(s) in September/October of Year B when the document(s) will be debated and recommendations formulated.

4. In May/June of Year A, the Superintendent of Schools will hold meetings with parents to inform them of the findings of the Review and Analysis Committee. Parents will be informed of the public consultation process to be undertaken in the fall of Year B of the consolidation process.
5. In September/October of Year B, the Board shall receive delegations from parents and members of the community. The Superintendent of Schools shall convene additional meetings with School Councils or community meetings, as necessary. Parents and the community will be advised of the dates of the Administration and Finance Committee and the Board meetings at which recommendations regarding the consolidation procedure will be considered.
6. The Review and Analysis Committee will reconsider its report in the light of reaction from the Board and the public.
7. In November of Year B, the Superintendent of Schools shall present the revised report to the Administrative Council.
8. The final recommendations of the Administrative Council will go to the Administration and Finance Committee in November of Year B, at which time a Resolution will be passed making one of the following recommendations:
 - a) Status Quo: Review indicates that the school(s) is providing satisfactory academic programs and educational experiences for students and that no changes are required.
 - b) Adjustments: That adjustments be implemented to allow the schools to provide satisfactory academic programs and educational experiences for students.
 - c) School Consolidation: Review indicates that school enrolments should be consolidated into a reduced number of schools.
9. In the case of a decision to close a school, the Board will pass a motion of "intention to close" and identify the timeline in which the consolidation will occur.

STAGE IV - IMPLEMENTATION:

1. If the recommendation passed at Stage III is for the Status Quo, the review is finished.
2. If the recommendations passed at Stage III involve point 8 (b) above (Adjustments), then the Superintendents of Schools and the Superintendent of Planning, together will implement the resolution.
3. If the recommendations passed at Stage III involves school consolidation, the following procedure will apply:
 - a) The School will remain open for at least one complete school year beyond the time when the Board has passed a motion of "intention to close."

- b) in January or February of Year B the Superintendent of Schools will notify in writing, the staff, the parents of the students in the schools to be closed and the neighbours within 91.44 m (300 feet), that the Board has passed the specific motion of “intention to close.”
- c) In February or March of Year B the Superintendent of Schools will form a Consolidation Committee, to be comprised of:
- Superintendent of Schools
 - Superintendent of Planning
 - Principal of the school to be closed
 - One teacher from the school to be closed
 - Two parents from the School Council of the school to be closed
 - A pastor
 - Trustee(s) from the local ward, one of who will serve as Chairman of the Consolidation Committee.

The Consolidation Committee will be formed for the purpose of:

- involving parents and staff in the implementation of the recommendation
 - reviewing the academic, spiritual, social and emotional welfare of students and staff
 - discussing the concerns of pupils, parents and staff
- d) In September of Year B,
- The Superintendent of Employee Relations would set up an informal meeting with the Presidents of each of the unions affected identifying the proposal and providing a draft procedure.
 - The Superintendent of Schools would bring forward a recommendation to the Board as soon as possible, in order to facilitate the transfer of employees in a timely fashion;
 - The Superintendent of Employee Relations would provide “formal” notice to each of the affected employee groups.
- e) The Superintendent of Schools, in cooperation with the Chairman of the Consolidation Committee, will present to the Administration and Finance Committee of the Board, no later than November of Year C, a series of recommendations based upon the deliberations of the Consolidation Committee relative to the accommodation plan for the students assigned to a new school or to new schools.
- f) In June of Year C, the school(s) so designated shall be closed.



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY</u>	
Board Policy Number:	<u>6-10P-2003</u>
Subject:	Assessment and Evaluation
Reference:	Growing Success : Assessment, Evaluation, and Reporting in Ontario Schools, 2010 Learning For All : A Guide to Effective Assessment and Instruction for All Students, K-12, 2013 Ontario Catholic School Graduate Expectations (OCSGE)
Effective Date:	(299) May 25, 2004; (089) February 24, 2015
Revised Date:	February 24, 2015 ; June 2025

*"Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom."
2 Corinthians 3:17*

1. The Dufferin-Peel Catholic District School Board is committed to ensuring assessment and evaluation practices which reflect our Catholic world view on equity and the dignity of all learners, while optimizing the learning, well-being and achievement of all from the early years through vocation. The board's assessment and evaluation procedures, consistent with the board's mission, are governed by the Ministry of Education policies and directives and aligned to appropriate supports and/or resources.
2. Consistent with the Ministry of Education document *Growing Success*, it is expected that transparent communication of assessment and evaluation expectations are shared with students.



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DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD	
<u>POLICY</u>	
BOARD-POLICY NUMBER:	P-4001
SUBJECT:	Accidents and Illness
REFERENCE:	General Administrative Procedure GAP4003 —Student Accidents, Injuries, and Illnesses GAP4042 —Workplace Injuries GAP4043 Health and Safety Manual , Section 9 of the Health and Safety Manual: Accident/Incident Reporting and Investigation Procedure Staff Incidents/Accidents GAP4005 — Safety of Pupils — Head Injuries
EFFECTIVE/REVISED DATE:	(231) 1978; Revised (449) September 28, 2004; Revised (14) April 26, 2011; April 24, 2024
AMENDED DATE:	September 28, 2004; April 26, 2011; April 24, 2024; June TBD, 2025

“The earth is the Lord’s, and all it contains, the world, and those who dwell in it.”

Psalm 24:1

1. The Dufferin-Peel Catholic District School Board (DPCDSB) seeks to safeguard the health and welfare of students and staff who have been injured or taken ill while on school premises or on ~~school~~ [school](#)-sponsored excursions.
2. The Principal of each school is responsible for establishing and implementing procedures, in accordance with [GAP4003](#) —*Student Accidents, Injuries, and Illnesses*, which will safeguard the health and welfare of students who have been injured or taken ill while on school premises or on school-sponsored excursions.
3. Principals shall ensure that student accidents and illnesses are responded to and reported in accordance with [GAP4003](#) —*Student Accidents, Injuries, and Illnesses*.
4. Principals shall ensure that staff accidents and illnesses are responded to and reported in accordance with [GAP4042](#) —*Workplace Injuries* and [Section 9: Accident/Incident Reporting and Investigation Procedure of GAP4043 Health and Safety Manual](#).



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
POLICY NUMBER:	P-4001
SUBJECT:	Accidents and Illness
REFERENCE:	GAP4003 Student Accidents, Injuries, and Illnesses GAP4042 Workplace Injuries GAP4043 Health and Safety Manual, Section 9: Accident/Incident Reporting and Investigation Procedure
EFFECTIVE DATE:	1978
AMENDED DATE:	September 28, 2004; April 26, 2011; April 24, 2024; June TBD, 2025

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<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
BOARD POLICY NUMBER:	P-4005
SUBJECT:	Concussions
REFERENCE:	P-4001 : Accidents and Illness GAP4004 : Concussions GAP4005 : Safety of Pupils: Head Injuries – First Aid Response GAP3016 : Out of School Programs Educational Excursions GAP4006 : Board Insurance - Incident Reports GAP4003 : Student Accidents, Injuries, and Illnesses
EFFECTIVE DATE:	(084) February 24, 2015
AMENDED DATE:	January 28, 2020; June TBD, 2025

“The Law of the ~~LORD~~ Lord is perfect, refreshing the soul.”

Psalms 19:8

1. The Dufferin-Peel Catholic District School Board (DPCDSB) [recognizes that the health and well-being of students are essential preconditions for effective learning](#). Therefore, DPCDSB is committed to promoting awareness of safety in schools and reducing the risk of injury, [including concussions](#), ~~and recognizes that the health and well-being of students are essential preconditions for effective learning~~. Furthermore,
2. DPCDSB recognizes that children and adolescents are among those at greatest risk for concussions. While there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.
- 1.3. Increasing [awareness](#) of conditions to prevent [concussions](#) and ~~identify~~ [identification of](#) symptoms related to concussions will support the proper management of concussions, ~~reducing increased, and~~ [reduce](#) risk. Concussion awareness resources, ~~concussion~~ [the concussion](#) code of conduct, and training for staff will be reviewed on an annual basis.
- 2.4. Consistent with the duties of a ~~principal~~ [Principal](#) as set out in the *Education Act* and its Regulations, and as required by ~~Policy and/~~ *Program Memorandum No. (PPM) 158* [School board policies on concussion](#), this policy authorizes the creation and implementation of a General Administrative Procedure (GAP) with respect to concussion prevention, support, and documentation.
5. ~~GAP4004~~: *Concussions* includes the requirements described in [the](#) Ministry of Education ~~Policy/Program Memoranda PPM~~, as matters of policy. Contents of [GAP4004](#) shall be considered as guidelines pursuant to the *Education Act* and other relevant and/or Ministry of Education materials, all of which are sufficient for the purposes of implementing the requirements of Ministry of Education ~~Policy/Program Memoranda PPM 158~~.
6. References:

~~References:~~

- *Education Act*, R.S.O. 1990, c. E-2
- Ministry of Education, Policy/Program Memorandum 158: School Board Policies on Concussion
- OPHEA Guidelines

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<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
BOARD POLICY NUMBER:	P-4005
SUBJECT:	Concussions
REFERENCE:	P-4001 Accidents and Illness GAP4004 Concussions GAP4005 Safety of Pupils Head Injuries – First Aid Response GAP3016 Educational Excursions GAP4006 : Board Insurance - Incident Reports GAP4003 : Student Accidents, Injuries, and Illnesses
EFFECTIVE DATE:	February 24, 2015
AMENDED DATE:	January 28, 2020; June TBD, 2025

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3. Increased awareness of conditions to prevent concussions and identification of symptoms related to concussions will support the proper management of concussions, and reduce risk. Concussion awareness resources, the concussion code of conduct, and training for staff will be reviewed on an annual basis.
4. Consistent with the duties of a Principal as set out in the *Education Act* and its Regulations, and as required by *Policy/ Program Memorandum (PPM) 158 School board policies on concussion*, this policy authorizes the creation and implementation of a General Administrative Procedure (GAP) with respect to concussion prevention, support, and documentation.
5. [GAP4004 Concussions](#) includes the requirements described in the Ministry of Education PPM, as matters of policy. Contents of [GAP4004](#) shall be considered as guidelines pursuant to the *Education Act* and other relevant and/or Ministry of Education materials, all of which are sufficient for the purposes of implementing the requirements of Ministry of Education PPM 158.
6. References:
 - *Education Act*, R.S.O. 1990, c. E-2
 - Ministry of Education, *Policy/Program Memorandum 158: School board policies on concussion*
 - OPHEA Guidelines

GAP

GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	4000 HEALTH AND SAFETY
GAP NUMBER:	GAP4003
SUBJECT:	Student Accidents, Injuries, and Illnesses
REFERENCE:	P-4001 : Accidents and Illness GAP4006 : Board Insurance – Incident Reports GAP3015 : Board Insurance - Excursions and Use of Personal Vehicles GAP4005: Safety of Pupils: Head Injuries – First Aid Response GAP4004 : Concussions
EFFECTIVE DATE:	September 1, 1991
AMENDED DATE:	September 1, 2007; January 13, 2014; April 24, 2024; June TBD, 2025

*“God is our refuge and strength, An ever-present help in trouble.”
Psalm 46:1*

1. PURPOSE

- 1.1. The Dufferin-Peel Catholic District School Board (DPCDSB) seeks, through the local school Principal, to safeguard the health and welfare of students who have been injured or taken ill while on school premises or on school sponsored excursions.
- 1.2. This General Administrative Procedure (GAP) directs local school response to student accidents, injuries, and illnesses that occur on DPCDSB property and/or while under DPCDSB supervision.

2. GENERAL EXPECTATIONS

- 2.1. The Principal of each school is responsible for implementing DPCDSB procedures addressing student health and safety.
- 2.2. The Principal of each school is responsible for establishing a communication procedure to parents/guardians for student accidents, injuries, or illnesses. This communication procedure will be shared with parents/guardians at the beginning of each school year. All accidents, injuries, and illnesses requiring first aid will be reported to parents/guardians. This communication procedure shall be used regardless of the severity of the accident, injury, or illness. Additionally, each school shall have at least two (2) staff members, including secretarial and custodial staff, who possess an approved First Aid Certificate (“First Aider”).
- 2.3. Where an accident, injury, or illness occurs at school, standard first aid treatment shall be given immediately by a qualified First Aider, when available. In the case of an injury, staff shall **not** move the injured party if there is a suspected back or neck injury as this could potentially cause further damage.

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- 2.4. Where an accident, injury, or illness occurs on a school sponsored excursion, first aid treatment shall be given by the excursion provider/location, when available. If a qualified first aid provider is not available, the students' parent/guardian and/or emergency services will be contacted, as appropriate.
- 2.5. A staff member shall report any accident or injury to the Principal as soon as possible on the day of the illness, accident, or injury.

3. SERIOUS ACCIDENT, INJURY, OR ILLNESS RESPONSE

- 3.1. If the accident, injury, or illness appears to be of a serious nature, which may require diagnosis and/or treatment by a qualified medical practitioner, the following procedures shall apply in the order described below:
 - a) An ambulance shall be called immediately (911) to transport the accident/injury victim and/or person experiencing a serious illness to a hospital. A staff member shall accompany the victim to the hospital.
 - b) For serious accidents, injuries, and/or illnesses which occur on DPCDSB property during school hours, the parent(s)/guardian(s) of the student shall be notified immediately.
 - c) Where the accident, injury, or illness involves a student, Emergency Response Services personnel shall be provided with a copy of the Student Index Card.
 - d) If a student is admitted to a hospital as a result of an accident or injury, or if the accident or injury results in a serious or fatal injury, DPCDSB's Risk Management and Insurance Officer, Health and Safety Department, will be notified by telephone on the same day as per [GAP4006](#) – *Board Insurance – Incident Reports*.
 - e) Principals shall complete the Ontario School Boards' Insurance Exchange (OSBIE) on-line incident report form as soon as possible. Principals must ensure that the red box at the top of the on-line incident report form is checked.
 - f) OSBIE and DPCDSB's Risk Management and Insurance Officer shall receive copies of on-line OSBIE report forms simultaneously. OSBIE prioritizes reports daily and will follow-up with the Principal and/or the Risk Management and Insurance Officer regarding serious or fatal injuries.

4. ACCIDENTS, INJURIES, AND ILLNESSES NOT OF A SERIOUS NATURE

- 4.1. If the Principal or their delegate believes that the injury or illness may **not** be of a serious nature, the parent(s)/guardian(s)/emergency contact shall be informed and their instructions acted upon, as appropriate.
- 4.2. A staff member shall report any accident or injury to the Principal as soon as possible on the day of the accident/injury.

- 4.3. The Principal or their delegate shall complete and submit an OSBIE Incident Report to the Risk Management and Insurance Officer, as soon as all relevant information is recorded (e.g., doctor's diagnosis), within three days.

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- a) The report should be completed by the Principal or designate, not by the injured party. (See [GAP4006](#) – Board Insurance – Incident Reports).
 - b) Follow-up information regarding diagnosis is required (e.g., critical injuries – broken bones, loss of consciousness, suspected concussion, or spinal cord injuries).
 - c) Allegations of negligence and/or mention of litigation should be reported, within three school days, to the Health and Safety Department, Risk Management and Insurance Officer, and the Family of Schools Superintendent.
- 4.4. If an accident or injury involving a student has occurred while at school but has not been **discovered** until a **later** time, the Principal, when informed of such accident or injury, shall submit an OSBIE accident report online and inform the Family of Schools Superintendent.

GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	4000 HEALTH AND SAFETY
GAP NUMBER:	GAP4003
SUBJECT:	Student Accidents, Injuries, and Illnesses
REFERENCE:	P-4001 : Accidents and Illness GAP4006 : Board Insurance – Incident Reports GAP3015 : Board Insurance - Excursions and Use of Personal Vehicles GAP4004 : Concussions
EFFECTIVE DATE:	September 1, 1991
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GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	4000 – HEALTH AND SAFETY
GAP NUMBER:	GAP4004
SUBJECT:	CONCUSSIONS
REFERENCE:	P-4001 Accidents and Illness P-4005 Concussions Policy/Program Memorandum No. 158 Policy/Program Memorandum No. 158 Regulation 161/19, Education Act, Rowan’s Law Ontario Physical and Health Education Association: Ontario Physical Activity Safety Standards in Education
EFFECTIVE:	May 2013
REVISED/AMENDED	May 2016, February 16, 2021; June TBD, 2025

“So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.”
Isaiah 41:10

1 CONTENTS ~~OF GAP4004~~

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring student safety and well-being, particularly within the context of concussions. This General Administrative Procedure (GAP) contains the following sections:

- Overview
- Definition of Concussion
- Concussion Awareness Strategies
- Concussion Awareness Training
- Concussion Prevention Strategies
- Identification of and Response to a Suspected Concussion
- Return to School Plan

2 OVERVIEW

- 2.1 Ontario school boards are required to develop and maintain a policy and guidelines relating to head injuries and concussions, in accordance with the Education Act, Rowan’s Law, O Reg. 161/19 made under Rowan’s Law, and the revised ~~“Policy/Program Memorandum No. 158: School board policies on concussion (September 2019)”~~ (“PPM 158”).
- 2.2 Dufferin-Peel Catholic District School Board (“DPCDSB”) ~~Policy-policy~~ [P-4005](#) and this General Administrative Procedure ([GAP](#)) have been developed in accordance with these statutory, regulatory and Ministry requirements, and other resources which inform best practices.

3 DEFINITION OF CONCUSSION

- 3.1 **Concussion** is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner.
- 3.2 DPCDSB ~~board~~central staff, school staff, and volunteers are not qualified to diagnose concussions. However, for the purposes of the obligations and responsibilities outlined in DPCDSB's [P-4005 Concussions](#) and this ~~General Administrative Procedure~~GAP, the ~~following~~ definition of a concussion in 3.3, below, shall apply:-
- 3.3 A concussion is:
- a) is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
 - b) may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
 - ~~a)~~
 - c) can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness);
 - ~~b)d)~~ cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.¹
- 3.4 PPM 158 provides the following description of the possible effects of a concussion:
- a) "Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally and/or socially. Most individuals with concussion get better within one to four weeks, but for some, the healing process may take longer and may have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to "second impact syndrome", a rare condition that causes rapid and severe brain swelling and often has catastrophic results." (~~pgspp~~. 3-4).
- 3.5 Symptoms of concussion may vary. Refer to [GF 084: Concussion Identification Tool](#).²

¹ From PPM 158, page 3, as adapted from the concussion protocol in the Ontario Physical Activity Safety Standards in Education

² Adapted from Ontario Neurotrauma Foundation & Parachute

4 CONCUSSION AWARENESS STRATEGIES

- 4.1 [Government of Ontario Concussion Awareness Resources](#) are available on the website of the DPCDSB (dpcdsb.org/parents/concussion-resources), as well as Ministry of Heritage, Sport, Tourism and Culture Industries, as e-booklets, video, and e-module.
- 4.2 Concussion Awareness Resources have been developed to improve concussion awareness in amateur competitive sport, particularly with respect to concussion prevention strategies, the signs and symptoms of concussion, and initial response to a suspected concussion, and have been tailored to meet the needs of students by age:
- a) [age 10 and under](#)
 - b) [age 11 to 14](#)
 - c) [age 15 and up](#)
 - d) Staff and other adults
- 4.3 The applicable Concussion Awareness Resources must be reviewed every school year prior to participation in DPCDSB-sponsored interschool sports, by:
- a) Students³
 - b) parents⁴ of non-adult students⁵ and
 - c) coaches,⁵⁵ team trainers,⁶⁶ and officials,⁷⁷ who participate in DPCDSB-sponsored interschool sports.
- 4.4 Individuals who are required ~~under Section 3.3~~under 4.3, above, to review the Concussion Awareness Resource must also submit a signed attestation to the school Principal or designate, confirming that they have completed the necessary review, prior to any form of participation in ~~board~~DPCDSB-sponsored interschool sports, including tryouts, practices, games, and tournaments. An electronic or a hard copy of a signed attestation will be accepted. Refer to [GF 088a](#) for the attestation for students and parents/guardians, and [GF 088b](#) for the attestation for coaches, trainers⁸ and volunteers.

³ "Students" means all persons who are students of DPCDSB. An "adult student" is a person who is at least 18 years of age, or 16 or 17 years of age and has withdrawn from parental control.

⁴ "Parents" includes legal guardians.

⁵ A "coach" includes any type of coach, including a head coach or assistant coach.

⁶ A "team trainer" is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition.

⁷ An "official" includes an umpire, a referee, or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition.

5 CONCUSSION AWARENESS TRAINING

- 5.1 At the beginning of each school year, Principals ~~will~~shall review [P-4005 Concussions](#) and this ~~General Administrative Procedure~~GAP, along with other DPCDSB policies, procedures, forms, and any corollary documents referenced herein, related to student and staff injuries.
- 5.2 School Principals are responsible for ensuring that by no later than the last Wednesday ~~of~~in September, all staff who are or may be involved in interschool sports have received concussion awareness and response training, to include:
- a) the contents of DPCDSB's [P-4005 Concussions](#);
 - b) this ~~General Administrative Procedure~~GAP;
 - c) the [DPCDSB](#) Concussion Codes of Conduct;
 - d) the applicable Government of Ontario Concussion Awareness Resources.
- 5.3 Principals are responsible for ensuring that classroom teachers provide opportunities for students to meet curriculum expectations from the revised Health and Physical Education Curriculum pertaining to concussion awareness and prevention.

~~³ "student" means all persons who are students of DPCDSB, and an "adult student" is a person who is at least 18 years of age, or 16 or 17 years of age and has withdrawn from parental control.~~

~~⁴ includes legal guardian~~

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6 CONCUSSION PREVENTION STRATEGIES

- 6.1 All students, parents of non-adult students, coaches, and team trainers must adhere to the DPCDSB's Concussion Codes of Conduct, posted on the DPCDSB's website dpcdsb.org/parents/concussion-resources.
- 6.2 Students, parents, coaches, and team trainers must complete an attestation ([GF 088a](#) and [GF 088b](#)) each year confirming that they have reviewed the applicable DPCDSB Concussion Code of Conduct before being allowed to participate in any ~~board~~DPCDSB-sponsored interschool sports, including tryouts, practices, games, and tournaments.

7 IDENTIFICATION OF AND RESPONSE TO A SUSPECTED CONCUSSION

- 7.1 When a student sustains a jarring impact to the head, face, or neck, or elsewhere on the body that transmits an impulsive force to the head, either observed or reported, or the student demonstrates any symptoms of a possible concussion (see list included in [GF 084](#)), the staff person responsible for the student shall immediately and safely remove the student from any further participation in the activity, and follow the steps as further described in this section and the accompanying documents referenced herein.
- 7.2 The person responsible for the student must seek immediate emergency medical care (dial 911) if any of the following “Red Flag” symptoms for a concussion are observed:
- Neck pain or tenderness
 - Severe or increasing headache
 - Double vision
 - Seizure or convulsion
 - Vomiting
 - Weakness, tingling, burning in arms or legs
 - Loss of consciousness
 - Deteriorating consciousness
 - Increasingly restless, agitated, or combative behaviour⁸
- 7.3 If a call for immediate emergency medical care is made, the person responsible for the student must inform the student, and unless an adult student, the student’s parent, that removal from the activity was necessary due to a suspected concussion and 911 was called.
- 7.4 After considering whether a 911 call is necessary, the person responsible for the student at the time of the incident must complete the steps outlined in the DPCDSB Concussion Identification Tool [GF 084](#). The checklist for the “Red Flags Assessment Procedure” and the “Other Signs and Symptoms of a Suspected Concussion”, including the memory questions, must be completed in consultation with the student, and any staff or students who had the opportunity to observe the student. GF 084 must be signed by the person who completed the assessment. The Principal or designate will subsequently sign also, acknowledging that they have been provided with a copy.
- 7.5 If there are any signs observed or symptoms reported, or if the student fails to answer any of the memory questions correctly, a concussion must be suspected, and the person responsible for the student shall:
- a) immediately remove the student from play, and not allow them to return to play that day;
 - b) notify a parent or if an adult student, notify an emergency contact;
 - c) prohibit the student from leaving the premises unless accompanied by a parent, or if an adult student, by an emergency contact;
 - d) provide the parent, or if an adult student, an emergency contact, with GF 082 Heads Up – Concussion Information for Families;
 - e) advise the student and the parent or emergency contact who accompanies the student from

⁸ from OPHEA’s “Sample Tools to Identify a Suspected Concussion” and included in GF 084.

the premises of the need to have the student examined by a physician or nurse practitioner for concussion diagnosis, as well as monitor the student for further or recurring symptoms over the next 24 – 48 hours;

~~f)~~ f) advise the student and their parent or emergency contact of DPCDSB's process for supporting a student with a suspected concussion, and the Return to School Plan as described below;

~~g)~~ g) provide the parent or emergency contact with a copy of [GF 081: Documentation of Medical Examination for Suspected Concussion](#); and

~~g)~~ g) provide the parent or adult student with a copy of the completed and signed [GF 084 Concussion Identification Tool](#), as soon as possible, and retain the original in the OSR.

7.6 If a student has sustained a jarring impact to the head, face, or neck, or elsewhere on the body that transmits an impulsive force to the head, but shows no "Red Flag" symptoms, or any other signs or symptoms of suspected concussion or memory impairment as outlined in [GF 084](#), the person responsible for the student shall nevertheless:

a) immediately remove the student from play, and not allow them to return to play that day;

b) unless the student is an adult, contact a parent and advise them of the incident;

c) prohibit a non-adult student from leaving the premises unless accompanied by a parent;

d) provide the parent or adult student with [GF 082 Heads Up – Concussion Information for Families](#);

~~e)~~

~~d)~~ e) advise the student, and parent of a non-adult student, of the need to monitor the student for the next 24 hours, and contact a physician or medical practitioner if any symptoms of concussion are observed; and

~~e)~~ f) provide the parent or adult student with a copy of the completed and signed copy [GF 084](#) ~~as soon as possible, and~~ as soon as possible and retain the original in the OSR.

7.7 Communications with the parent or emergency contact must be logged using [GAP4005](#) and [GF046](#).

7.8 The on-line [OSBIE Form](#) must be completed for all *serious* injuries (see also [GAP4003 Accidents](#)), describing when emergency medical attention was sought or provided.

7.9 Principals must ensure that students and parents are aware of their duty to advise a school administrator of any serious injury to the head or concussion sustained by a student outside of school. See [GF 081](#) for Documentation of Medical Examination for Suspected Concussion.

- 7.10 A parent or adult student will be strongly encouraged to communicate the outcome of a medical assessment for suspected concussion which occurred outside of school, and any recommendations in relation to a concussion, in order that the student can safely return to learning. Where a concussion has been diagnosed, confirmation of medical clearance will be required before further participation in physical activity will be allowed.
- 7.11 If a concussion is not diagnosed, the student may resume full participation in learning and physical activity with no restrictions. If a concussion is diagnosed, Section 7-8 of this ~~General Administrative Procedure~~GAP will apply.
-

DRAFT

8 RETURN TO SCHOOL PLAN

- 8.1 A student diagnosed with a concussion must follow a medically supervised, individualized, and gradual return to school plan, which consists of two portions: Return to Learn (RTL) and Return to Physical Activity (RTPA). Refer to [GF 086](#): Concussion Management Protocol. Consultation from a medical practitioner is required and documentation must be shared with the school Principal or designate prior to beginning the return to school plan ([GF 081](#)). The DPCDSB Concussion Management Protocol⁹ is MANDATORY for all students who have been diagnosed with a concussion.
- 8.2 [GF 086](#) is a tool for parents or adult students to communicate with school staff and track a student's gradual progress through stages of recovery and gradual return to learn and to physical activity. It does not replace medical consultation. The protocol is aligned with the recommendations of the Ontario Physical and Health Education Association's safety guidelines.
- 8.3 [GF 086](#) will travel back and forth from school to home as the student progresses through the DPCDSB Concussion Management Protocol. There are permitted and restricted activities for each stage. The Principal or designate will work with the parent or adult student to monitor the student's recovery.
- 8.4 Criteria for moving ahead in the plan are provided at each stage, as outlined in [GF 086](#). Signatures from the Principal or designate AND ~~Parent-parent~~ or adult student are required to progress from stage to stage. Each stage lasts a minimum of 24 hours.
- 8.5 At some stages, the parent or adult student is required to provide further documented medical clearance.
- 8.6 Medical consultation and documentation are required at several stages of the return to school plan, including prior to beginning full participation in physical education, school sports, and interschool noncontact and contact sports ([GF 404](#)).
- 8.7 Students are not permitted to attend ~~over-night~~overnight school trips or school events until they are attending school full days, without learning or environmental adaptations in response to the concussion.

⁹ Consistent with safety guidelines from Ontario Physical and Health Education Association (OPHEA).

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	4000 – HEALTH AND SAFETY
GAP NUMBER:	GAP4004
SUBJECT:	CONCUSSIONS
REFERENCE:	P-4001 Accidents and Illness P-4005 Concussions Policy/Program Memorandum 158 Regulation 161/19, Education Act, Rowan’s Law Ontario Physical and Health Education Association: Ontario Physical Activity Safety Standards in Education
EFFECTIVE:	May 2013
REVISED/AMENDED	May 2016, February 16, 2021; June TBD, 2025

“So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.”

Isaiah 41:10

1 CONTENTS

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring student safety and well-being, particularly within the context of concussions. This General Administrative Procedure (GAP) contains the following sections:

- Overview
- Definition of Concussion
- Concussion Awareness Strategies
- Concussion Awareness Training
- Concussion Prevention Strategies
- Identification of and Response to a Suspected Concussion
- Return to School Plan

2 OVERVIEW

2.1 Ontario school boards are required to develop and maintain a policy and guidelines relating to head injuries and concussions, in accordance with the Education Act, Rowan’s Law, O Reg. 161/19 made under Rowan’s Law, and the revised *Policy/Program Memorandum 158: School board policies on concussion* (September 2019) (“PPM 158”).

2.2 Dufferin-Peel Catholic District School Board (“DPCDSB”) policy [P-4005](#) and this General Administrative Procedure (GAP) have been developed in accordance with these statutory, regulatory and Ministry requirements, and other resources which inform best practices.

3 DEFINITION OF CONCUSSION

- 3.1 **Concussion** is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner.
- 3.2 DPCDSB central staff, school staff, and volunteers are not qualified to diagnose concussions. However, for the purposes of the obligations and responsibilities outlined in DPCDSB's [P-4005 Concussions](#) and this GAP, the definition of a concussion in 3.3, below, shall apply.
- 3.3 A concussion is:
- a) is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
 - b) may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
 - c) can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness);
 - d) cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.¹
- 3.4 PPM 158 provides the following description of the possible effects of a concussion:
- a) "Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally and/or socially. Most individuals with concussion get better within one to four weeks, but for some, the healing process may take longer and may have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to "second impact syndrome", a rare condition that causes rapid and severe brain swelling and often has catastrophic results." (pp. 3-4).
- 3.5 Symptoms of concussion may vary. Refer to [GF 084: Concussion Identification Tool](#).²

¹ From PPM 158, page 3, as adapted from the concussion protocol in the Ontario Physical Activity Safety Standards in Education

² Adapted from Ontario Neurotrauma Foundation & Parachute

4 CONCUSSION AWARENESS STRATEGIES

- 4.1 [Government of Ontario Concussion Awareness Resources](https://dpcdsb.org/parents/concussion-resources) are available on the website of the DPCDSB (dpcdsb.org/parents/concussion-resources), as well as Ministry of Heritage, Sport, Tourism and Culture Industries, as e-booklets, video, and e-module.
- 4.2 Concussion Awareness Resources have been developed to improve concussion awareness in amateur competitive sport, particularly with respect to concussion prevention strategies, the signs and symptoms of concussion, and initial response to a suspected concussion, and have been tailored to meet the needs of students by age:
- a) [age 10 and under](#)
 - b) [age 11 to 14](#)
 - c) [age 15 and up](#)
 - d) Staff and other adults
- 4.3 The applicable Concussion Awareness Resources must be reviewed every school year prior to participation in DPCDSB-sponsored interschool sports, by:
- a) Students,³
 - b) parents⁴ of non-adult students, and
 - c) coaches,⁵ team trainers,⁶ and officials,⁷ who participate in DPCDSB-sponsored interschool sports.
- 4.4 Individuals who are required under 4.3, above, to review the Concussion Awareness Resource must also submit a signed attestation to the school Principal or designate, confirming that they have completed the necessary review, prior to any form of participation in DPCDSB-sponsored interschool sports, including tryouts, practices, games, and tournaments. An electronic or a hard copy of a signed attestation will be accepted. Refer to [GF 088a](#) for the attestation for students and parents/guardians, and [GF 088b](#) for the attestation for coaches, trainers, and volunteers.

³ “Students” means all persons who are students of DPCDSB. An “adult student” is a person who is at least 18 years of age, or 16 or 17 years of age and has withdrawn from parental control.

⁴ “Parents” includes legal guardians.

⁵ A “coach” includes any type of coach, including a head coach or assistant coach.

⁶ A “team trainer” is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition.

⁷ An “official” includes an umpire, a referee, or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition.

5 CONCUSSION AWARENESS TRAINING

- 5.1 At the beginning of each school year, Principals shall review [P-4005 Concussions](#) and this GAP, along with other DPCDSB policies, procedures, forms, and any corollary documents referenced herein, related to student and staff injuries.
- 5.2 School Principals are responsible for ensuring that by no later than the last Wednesday in September, all staff who are or may be involved in interschool sports have received concussion awareness and response training, to include:
 - a) the contents of DPCDSB's [P-4005 Concussions](#);
 - b) this GAP;
 - c) the DPCDSB Concussion Codes of Conduct;
 - d) the applicable Government of Ontario Concussion Awareness Resources.
- 5.3 Principals are responsible for ensuring that classroom teachers provide opportunities for students to meet curriculum expectations from the revised Health and Physical Education Curriculum pertaining to concussion awareness and prevention.

6 CONCUSSION PREVENTION STRATEGIES

- 6.1 All students, parents of non-adult students, coaches, and team trainers must adhere to the DPCDSB's Concussion Codes of Conduct, posted on the DPCDSB's website dpcdsb.org/parents/concussion-resources.
- 6.2 Students, parents, coaches, and team trainers must complete an attestation ([GF 088a](#) and [GF 088b](#)) each year confirming that they have reviewed the applicable DPCDSB Concussion Code of Conduct before being allowed to participate in any DPCDSB-sponsored interschool sports, including tryouts, practices, games, and tournaments.

7 IDENTIFICATION OF AND RESPONSE TO A SUSPECTED CONCUSSION

- 7.1 When a student sustains a jarring impact to the head, face, or neck, or elsewhere on the body that transmits an impulsive force to the head, either observed or reported, or the student demonstrates any symptoms of a possible concussion (see list included in [GF 084](#)), the staff person responsible for the student shall immediately and safely remove the student from any further participation in the activity, and follow the steps as further described in this section and the accompanying documents referenced herein.
- 7.2 The person responsible for the student must seek immediate emergency medical care (dial 911) if any of the following "Red Flag" symptoms for a concussion are observed:
 - Neck pain or tenderness
 - Severe or increasing headache
 - Double vision
 - Seizure or convulsion

- Vomiting
 - Weakness, tingling, burning in arms or legs
 - Loss of consciousness
 - Deteriorating consciousness
 - Increasingly restless, agitated, or combative behaviour⁸
- 7.3 If a call for immediate emergency medical care is made, the person responsible for the student must inform the student, and unless an adult student, the student's parent, that removal from the activity was necessary due to a suspected concussion and 911 was called.
- 7.4 After considering whether a 911 call is necessary, the person responsible for the student at the time of the incident must complete the steps outlined in the DPCDSB Concussion Identification Tool [GF 084](#). The checklist for the "Red Flags Assessment Procedure" and the "Other Signs and Symptoms of a Suspected Concussion", including the memory questions, must be completed in consultation with the student, and any staff or students who had the opportunity to observe the student. GF 084 must be signed by the person who completed the assessment. The Principal or designate will subsequently sign also, acknowledging that they have been provided with a copy.
- 7.5 If there are any signs observed or symptoms reported, or if the student fails to answer any of the memory questions correctly, a concussion must be suspected, and the person responsible for the student shall:
- a) immediately remove the student from play and not allow them to return to play that day;
 - b) notify a parent or if an adult student, notify an emergency contact;
 - c) prohibit the student from leaving the premises unless accompanied by a parent, or if an adult student, by an emergency contact;
 - d) provide the parent, or if an adult student, an emergency contact, with [GF 082 Heads Up – Concussion Information for Families](#);
 - e) advise the student and the parent or emergency contact who accompanies the student from the premises of the need to have the student examined by a physician or nurse practitioner for concussion diagnosis, as well as monitor the student for further or recurring symptoms over the next 24 – 48 hours;
 - f) advise the student and their parent or emergency contact of DPCDSB's process for supporting a student with a suspected concussion, and the Return to School Plan as described below;
 - g) provide the parent or emergency contact with a copy of [GF 081: Documentation of Medical Examination for Suspected Concussion](#); and
 - h) provide the parent or adult student with a copy of the completed and signed [GF 084 Concussion Identification Tool](#), as soon as possible, and retain the original in the OSR.

⁸ from OPHEA's "Sample Tools to Identify a Suspected Concussion" and included in GF 084.

- 7.6 If a student has sustained a jarring impact to the head, face, or neck, or elsewhere on the body that transmits an impulsive force to the head, but shows no “Red Flag” symptoms, or any other signs or symptoms of suspected concussion or memory impairment as outlined in [GF 084](#), the person responsible for the student shall nevertheless:
- a) immediately remove the student from play and not allow them to return to play that day;
 - b) unless the student is an adult, contact a parent and advise them of the incident;
 - c) prohibit a non-adult student from leaving the premises unless accompanied by a parent;
 - d) provide the parent or adult student with [GF 082 Heads Up – Concussion Information for Families](#);
 - e) advise the student, and parent of a non-adult student, of the need to monitor the student for the next 24 hours, and contact a physician or medical practitioner if any symptoms of concussion are observed; and
 - f) provide the parent or adult student with a copy of the completed and signed copy [GF 084](#) as soon as possible and retain the original in the OSR.
- 7.7 Communications with the parent or emergency contact must be logged using [GF046](#).
- 7.8 The on-line [OSBIE Form](#) must be completed for all *serious* injuries (see also [GAP4003 Accidents](#)), describing when emergency medical attention was sought or provided.
- 7.9 Principals must ensure that students and parents are aware of their duty to advise a school administrator of any serious injury to the head or concussion sustained by a student outside of school. See [GF 081](#) for Documentation of Medical Examination for Suspected Concussion.
- 7.10 A parent or adult student will be strongly encouraged to communicate the outcome of a medical assessment for suspected concussion which occurred outside of school, and any recommendations in relation to a concussion, in order that the student can safely return to learning. Where a concussion has been diagnosed, confirmation of medical clearance will be required before further participation in physical activity will be allowed.
- 7.11 If a concussion is not diagnosed, the student may resume full participation in learning and physical activity with no restrictions. If a concussion is diagnosed, Section 8 of this GAP will apply.

8 RETURN TO SCHOOL PLAN

- 8.1 A student diagnosed with a concussion must follow a medically supervised, individualized, and gradual return to school plan, which consists of two portions: Return to Learn (RTL) and Return to Physical Activity (RTPA). Refer to [GF 086](#) Concussion Management Protocol. Consultation from a medical practitioner is required and documentation must be shared with the school Principal or designate prior to beginning the return to school plan ([GF 081](#)). The DPCDSB Concussion Management Protocol⁹ is MANDATORY for all students who have been diagnosed with a concussion.
- 8.2 [GF 086](#) is a tool for parents or adult students to communicate with school staff and track a student's gradual progress through stages of recovery and gradual return to learn and to physical activity. It does not replace medical consultation. The protocol is aligned with the recommendations of the Ontario Physical and Health Education Association's safety guidelines.
- 8.3 [GF 086](#) will travel back and forth from school to home as the student progresses through the DPCDSB Concussion Management Protocol. There are permitted and restricted activities for each stage. The Principal or designate will work with the parent or adult student to monitor the student's recovery.
- 8.4 Criteria for moving ahead in the plan are provided at each stage, as outlined in [GF 086](#). Signatures from the Principal or designate AND parent or adult student are required to progress from stage to stage. Each stage lasts a minimum of 24 hours.
- 8.5 At some stages, the parent or adult student is required to provide further documented medical clearance.
- 8.6 Medical consultation and documentation are required at several stages of the return to school plan, including prior to beginning full participation in physical education, school sports, and interschool noncontact and contact sports ([GF 404](#)).
- 8.7 Students are not permitted to attend overnight school trips or school events until they are attending school full days, without learning or environmental adaptations in response to the concussion.

⁹ Consistent with safety guidelines from Ontario Physical and Health Education Association (OPHEA).

GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	4000 – HEALTH AND SAFETY
GAP NUMBER:	GAP4005
SUBJECT:	SAFETY OF PUPILS: HEAD INJURIES – FIRST AID RESPONSE
REFERENCE:	P-4001 Accidents and Illness GAP4003 Student Accidents GAP4004 CONCUSSIONS
EFFECTIVE:	October 3, 1990
REVISED/AMENDED	Admin Council, November 28, 2011; May 2013
REPLACES:	502.10
PAGE	1 of 2

Copies of the Dufferin-Peel Catholic District School Board's Safe, Caring, Inclusive and Healthy School Communities: Poster, First Aid for Head Injuries are regularly provided for placement in the following locations of each school as appropriate: staff room, office, health room, library and gym. *(Additional copies can be obtained from the Health & Safety Department.)*

A head injury is any trauma that leads to injury of the scalp, skull or brain. The injuries can range from a minor bump on the skull to serious brain injury. There are several types of brain injuries including a concussion and contusion.

Concussion is the most common type of brain injury in which the brain is shaken. *

Contusion is a bruise on the brain.

Common causes of head injury include traffic accidents, falls, physical assault and accidents at home, work, outdoors or while playing sports.

*Some early **concussion symptoms** may include:

- Confusion
- Dizziness
- Disorientation
- Seizure
- Headache
- Tinnitus
- Memory Loss
- Nausea
- Unconsciousness
- Vomiting
- Unequal Pupil Size - Vision Changes

1. Advise appropriate staff (classroom teachers, support staff, bus drivers, and others) of any student's head injury.

2. Principals are required to contact the parent/guardian in the event of a head injury, and to complete the Ontario School Boards' Insurance Exchange, Incident Report Form (GF027).

(See [GAP4003](#) Accidents)

All head injuries and parent/guardian contact must be logged. *(See GF 046)*

3. Principals are asked to review the contents of the poster with staff so that they are aware of

the proper procedures to be followed in the event that a student suffers a head injury in school and/or at school excursions, etc.

The following provides the contents/directions of the Poster: **First Aid for Head Injuries -**

FIRST AID FOR HEAD INJURIES

IN THE CASE OF EVERY HEAD INJURY, SEEK IMMEDIATE HELP

ALWAYS INFORM PARENT(S)/GUARDIAN(S) OF EVERY HEAD INJURY

RESPONSE TO ACCIDENT -

Always suspect a spinal injury. Any blow to the head strong enough to cause unconsciousness may also cause a cervical spine injury, so treat accordingly.

Do not move a casualty who may have a spinal injury, unless it is necessary to get him or her out of danger.

A casualty who is conscious should be advised not to move.

Loosen tight clothing.

GIVE NOTHING BY MOUTH

Never leave an unconscious person alone – **MONITOR AIRWAY, BREATHING, CIRCULATION**

Never leave an unconscious person on his or her back unless injuries prevent you from moving them.

If it is necessary to leave the unconscious person with a suspect spinal injury unattended, immobilize the casualty's neck and roll the casualty into the **RECOVERY POSITION**.

SEEK IMMEDIATE MEDICAL HELP

IF BLEEDING –

If the person is bleeding from openings like the nose, mouth or ears, do not stop the bleeding. Position the casualty to permit free drainage. Cover the wound lightly to prevent infection.

Depending on the circumstances and cause of injury – if it's a simple nose-bleed, pressure must be applied to stop the bleeding. Tilt casualties head forward.

If bleeding occurs from the facial or scalp wounds, treat it as a normal injury. Apply pressure to the bleeding area with the cleanest material available. The hand must be used if nothing else is immediately available.

Remember to treat all casualties for shock: keep them warm and at rest, re-assure them and monitor the breathing and level of consciousness.

SEEK IMMEDIATE MEDICAL HELP

THE ADVICE AND ASSISTANCE OF THE FIRST AID TRAINED STAFF MEMBER SHOULD BE SOUGHT FOR EVERY HEAD INJURY. REFER TO [GAP4005](#) and [GAP4003](#) FOR ADDITIONAL INFORMATION.

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DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD	
<u>POLICY</u>	
POLICY NUMBER:	P-2000
SUBJECT:	Admissions
REFERENCE:	GAP2000 Registration: General Procedures GAP2001 Flexible Boundary including Overflow Schools GAP2003 Newcomer Reception and Assessment Centre (NRAC) GAP5005 Ontario Student Transcripts
EFFECTIVE DATE:	September 28, 1999
AMENDED DATE:	May 26, 2009; April 26, 2011; January 2012; June 20, 2017; March 31, 2020; February 2023; April 29 TBD, 2025

"Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these."

Mark 10: 12-17

1. GENERAL ADMISSIONS FOR ALL STUDENTS

- a) Subject to the specific requirements for elementary schools as set out in this Policy, a pupil shall be admitted to a Dufferin-Peel Catholic District School Board (DPCDSB) school if:
 - i) the pupil and the parent(s) or guardian(s) with custodial rights or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control, reside within the district or zone of DPCDSB; and
 - ii) the pupil and the parent(s) or guardian(s) with custodial rights or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control is a Canadian citizen or a permanent resident.
- b) All non-Canadians shall contact the Admissions Department for admission requirements.

2. ELEMENTARY SCHOOLS

- a) Students shall be admitted to Kindergarten in September of any school year if they reach the age of four or five years on, or before, December 31, in that same calendar year.
- b) Students shall be admitted to Grade 1 in September of any school year, if they reach the age of six years on, or before, December 31, in that same calendar year.
- c) If the child is baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the child is accepted into their neighbourhood DPCDSB school regardless of the parent's or guardian's baptism. The child's original baptismal certificate is required.

- d) When a child is not baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, an original baptismal certificate from one of the child's parents or guardians is required to enroll the child.

3. ORTHODOX

- a) Members of an Orthodox Congregation will not be considered separate school supporters, subject to the following: an Orthodox person who is formally received into the Eastern Church in full communion with the Holy See of Rome, as evidenced by a Profession of Faith (with a seal) may enroll in a Catholic school and direct their taxes to the Catholic school system.

4. SECONDARY SCHOOLS

- a) The policy of "open access" means that pupils do not have to be Catholic to attend Catholic secondary schools.

5. INTERNATIONAL STUDENTS

- a) DPCDSB welcomes international students to its schools at both elementary and secondary levels to help students and educators build global competencies, knowledge, and experiences needed to succeed in the worldwide economy. An international student may be admitted to a school, subject to the availability of program and space and the payment of fees.
- b) Where an elementary student is baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the student may attend a DPCDSB elementary school. At the secondary level, all students may be admitted regardless of baptismal status.
- c) An international student who holds a study permit from Immigration Canada to undertake a particular program within DPCDSB's jurisdiction will be admitted to a school, subject to the availability of program and space and the payment of fees.
- d) Continued enrolment in the school will require a valid study permit.

6. WORK/STUDY PERMITS

- a) DPCDSB welcomes students who have a parent with a valid work/study permit. Where an elementary student or at least one of their parent(s) are baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the student may attend a DPCDSB elementary school. At the secondary level, all students may be admitted regardless of baptismal status.
- b) The student's parent(s) must hold a valid work/study permit from Immigration Canada. If the family holds both, the DPCDSB Admissions Department requires both permits.
- c) Continued enrolment in the school will require a valid and current work/study permit.
- d) Parents on a work/study permit are not required to pay fees.

7. ATTENDANCE AND SCHOOL BOUNDARIES

- a) Students shall attend the DPCDSB school in the neighbourhood in which they reside (i.e., their neighbourhood school), as identified by school boundaries established by DPCDSB's Planning Department.
- b) DPCDSB accepts that, under special circumstances, students may attend schools other than their neighbourhood school. Such circumstances may include access to regional programs of choice [\(see P](#) or flexible boundary requests.
- c) [Applications to request flexible boundary admission to a DPCDSB school outside of the neighbourhood in which a student resides shall be considered during specific time periods during the school year as listed in the table below:](#)

Elementary: Kindergarten through Grade 8	Secondary: Grades 9 through 12
<ul style="list-style-type: none"> • Mid-May • Mid-June • Mid September 	<ul style="list-style-type: none"> • Prior to May 1 for Semester 1 entry • Prior to November 15 for Semester 2 entry

- b)d) [Flexible boundary requests received outside of these time periods may be considered on a case-by-case basis, in consultation with the Family of Schools Superintendent\(s\).](#)

8. ONTARIO STUDENT TRANSCRIPTS AND CONFIRMATION OF GRADUATION

- a) DPCDSB issues Ontario student transcripts and diploma letters confirming graduation only on the written request of the former DPCDSB student or parent or guardian, where the student is under 18 years of age.
- b) Former DPCDSB secondary students shall contact the DPCDSB Admissions Department or the last DPCDSB secondary school they attended, as per the directions available on the [Transcript Requests](#) page of the DPCDSB public website.



DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD	
<u>POLICY</u>	
POLICY NUMBER:	P-2000
SUBJECT:	Admissions
REFERENCE:	GAP2000 Registration: General Procedures GAP2001 Flexible Boundary including Overflow Schools GAP2003 Newcomer Reception and Assessment Centre (NRAC) GAP5005 Ontario Student Transcripts
EFFECTIVE DATE:	September 28, 1999
AMENDED DATE:	May 26, 2009; April 26, 2011; January 2012; June 20, 2017; March 31, 2020; February 2023; June TBD, 2025

“Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.”

Mark 10: 12-17

1. GENERAL ADMISSIONS FOR ALL STUDENTS

- a) Subject to the specific requirements for elementary schools as set out in this Policy, a pupil shall be admitted to a Dufferin-Peel Catholic District School Board (DPCDSB) school if:
 - i) the pupil and the parent(s) or guardian(s) with custodial rights or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control, reside within the district or zone of DPCDSB; and
 - ii) the pupil and the parent(s) or guardian(s) with custodial rights or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control is a Canadian citizen or a permanent resident.
- b) All non-Canadians shall contact the Admissions Department for admission requirements.

2. ELEMENTARY SCHOOLS

- a) Students shall be admitted to Kindergarten in September of any school year if they reach the age of four or five years on, or before, December 31, in that same calendar year.
- b) Students shall be admitted to Grade 1 in September of any school year, if they reach the age of six years on, or before, December 31, in that same calendar year.
- c) If the child is baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the child is accepted into their neighbourhood DPCDSB school regardless of the parent's or guardian's baptism. The child's original baptismal certificate is required.

- d) When a child is not baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, an original baptismal certificate from one of the child's parents or guardians is required to enroll the child.

3. ORTHODOX

- a) Members of an Orthodox Congregation will not be considered separate school supporters, subject to the following: an Orthodox person who is formally received into the Eastern Church in full communion with the Holy See of Rome, as evidenced by a Profession of Faith (with a seal) may enroll in a Catholic school and direct their taxes to the Catholic school system.

4. SECONDARY SCHOOLS

- a) The policy of "open access" means that pupils do not have to be Catholic to attend Catholic secondary schools.

5. INTERNATIONAL STUDENTS

- a) DPCDSB welcomes international students to its schools at both elementary and secondary levels to help students and educators build global competencies, knowledge, and experiences needed to succeed in the worldwide economy. An international student may be admitted to a school, subject to the availability of program and space and the payment of fees.
- b) Where an elementary student is baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the student may attend a DPCDSB elementary school. At the secondary level, all students may be admitted regardless of baptismal status.
- c) An international student who holds a study permit from Immigration Canada to undertake a particular program within DPCDSB's jurisdiction will be admitted to a school, subject to the availability of program and space and the payment of fees.
- d) Continued enrolment in the school will require a valid study permit.

6. WORK/STUDY PERMITS

- a) DPCDSB welcomes students who have a parent with a valid work/study permit. Where an elementary student or at least one of their parent(s) are baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the student may attend a DPCDSB elementary school. At the secondary level, all students may be admitted regardless of baptismal status.
- b) The student's parent(s) must hold a valid work/study permit from Immigration Canada. If the family holds both, the DPCDSB Admissions Department requires both permits.
- c) Continued enrolment in the school will require a valid and current work/study permit.
- d) Parents on a work/study permit are not required to pay fees.

7. ATTENDANCE AND SCHOOL BOUNDARIES

- a) Students shall attend the DPCDSB school in the neighbourhood in which they reside (i.e., their neighbourhood school), as identified by school boundaries established by DPCDSB's Planning Department.
- b) DPCDSB accepts that, under special circumstances, students may attend schools other than their neighbourhood school. Such circumstances may include access to regional programs of choice (see Por flexible boundary requests.
- c) Applications to request flexible boundary admission to a DPCDSB school outside of the neighbourhood in which a student resides shall be considered during specific time periods during the school year as listed in the table below:

Elementary: Kindergarten through Grade 8	Secondary: Grades 9 through 12
<ul style="list-style-type: none"> • Mid-May • Mid-June • Mid-September 	<ul style="list-style-type: none"> • Prior to May 1 for Semester 1 entry • Prior to November 15 for Semester 2 entry

- d) Flexible boundary requests received outside of these time periods may be considered on a case-by-case basis, in consultation with the Family of Schools Superintendent(s).

8. ONTARIO STUDENT TRANSCRIPTS AND CONFIRMATION OF GRADUATION

- a) DPCDSB issues Ontario student transcripts and diploma letters confirming graduation only on the written request of the former DPCDSB student or parent or guardian, where the student is under 18 years of age.
- b) Former DPCDSB secondary students shall contact the DPCDSB Admissions Department or the last DPCDSB secondary school they attended, as per the directions available on the [Transcript Requests](#) page of the DPCDSB public website.



GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	100 – Pupils 2000 STUDENTS
GAP NUMBER:	105.07 GAP2001
SUBJECT:	Admissions: Flexible Boundary, Secondary Schools Including <u>Capped and Overflow</u> Schools
REFERENCE:	Policy: 1-10P-2000 Admissions GAPs: 105.02 GAP2000 Registration General Procedures; GAP2022411.00 Extended French; GAP2023416.00 French Immersion GAP2024 <u>Elementary Catholic Global Learning Programs</u> Forms: GF076 Request for Flexible Boundary Approval; GF078-GF077 Flexible Boundary Approval – Elementary-Secondary ; GF078 <u>Flexible Boundary Approval – Secondary</u> GF079 Flexible Boundary – Approval Not Granted – Elementary and Secondary
EFFECTIVE DATE:	January 1, 1991
REVISED/AMENDED AMENDED DATE:	June 2017; <u>June TBD, 2025</u>
REPLACES:	105.06
PAGE	<u>1 of 2</u>

“Let the little children come to me and do not hinder them, for the Kingdom of God belongs to such as these.”
{Mark 10: 12–17}

1 PURPOSE

1.1 In consultation with the Family of Schools Superintendent, a Principal in the Dufferin-Peel Catholic District School Board (DPCDSB) may permit admission to a student in Grades 1 through 12 residing outside the school boundaries under the provisions of this ~~procedure~~ General Administrative Procedure (GAP), if the placement of the student is eligible under the *Education Act* and its associated regulations.

1.1.2 For students in Kindergarten, admission to a school for students residing outside the school boundary shall proceed according to Section 4 of this GAP.

2 DEFINITIONS

2.1 **Capped School:** A school at which a maximum enrolment per grade has been implemented as an Enrolment Management Strategy (see GAP8009 Enrolment Management Strategy) for details related to Capped Schools) to ensure space for programming and student access.

2.2 **Flexible Boundary:** A request and/or approval to attend a DPCDSB school by a student living outside that school’s boundaries.

- 2.3 **Home School:** The neighbourhood DPCDSB school that a student would attend based on their home address.
- 2.4 **Receiving School:** The DPCDSB school that a student requests to attend on flexible boundary admission despite living outside this school's boundaries.
- 2.5 **Flexible Boundary Student:** The student attending a DPCDSB school while living outside that school's boundaries. This term shall be used in the student information system (SIS).
- 2.6 **Overflow School:** The school to which students may be directed when enrolment at a local school exceeds the available student places capacity (e.g., where enrolment exceeds the maximum at a Capped School).

23 APPLICATION FOR ADMISSION TO OTHER THAN NEIGHBOURHOOD SCHOOL A FLEXIBLE BOUNDARY REQUEST: GRADES 1 THROUGH 12

- 3.1 Flexible boundary requests for students in Grades 1 through 8 shall be considered three times per year at the following times:
- a) mid-May;
 - b) mid-June;
 - c) mid-September.
- 3.2 Flexible boundary requests for students in Grades 9 through 12 shall be considered during the following time periods two times per year at the following times:
- a) prior to May 1 for Semester 1 entry;
 - b) prior to November 15 for Semester 2 entry.
- 3.3 Flexible boundary requests received outside of the time periods listed in 3.1, 3.2, and 4.1 of this GAP may be considered on a case-by-case basis, in consultation with the Family of Schools Superintendent(s).
- 2-13.4 Application shall be made in writing to the Principal of the Receiving School using GF 076 Request for Flexible Boundary Approval. A copy of the student's most recent report card and Individual Education Plan (IEP), if applicable, must be submitted with the GF 076 for programming considerations. Application shall be made in writing to the Principal of the neighbourhood school (Home School), with a copy to the Principal of the school to which the student wishes to attend (Host School) using GF076 Request for Flexible Boundary Approval.
- 3.5 The Principal of the Receiving School shall contact the Principal of the Home School to discuss the application, and a decision shall be made and conveyed to parent(s) or guardian(s) as soon as possible by the Receiving School Principal.
- 3.6 Students admitted to the Receiving School via Flexible Boundary shall receive written confirmation using GF077 Flexible Boundary Approval – Elementary or GF078 Flexible Boundary – Secondary, as applicable to the student's grade.

3.7 Students for whom admission to the Receiving School is not granted shall receive written notice using GF 079 Flexible Boundary Not Approved.

~~2.2 The Principals involved shall discuss the application and a decision shall be made and conveyed to parents/guardians as soon as possible by the Home school Principal.~~

~~2.3~~

3.8 All registration policies and procedures regarding admission of new and existing students apply to students being admitted under this procedure.~~All registration policies and procedures regarding admission of new students also applies to students being admitted under this procedure.~~

2.43.9 The student shall be designated as a Flexible Boundary student in Trillium the SIS.

DRAFT

~~2.53.10 Transportation for Flexible Boundary Students is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB. For students admitted under this procedure, transportation is a parental responsibility and will not be provided by the Board.~~

~~2.6 Students admitted under this procedure shall receive written confirmation using **GF078** Flexible Boundary Approval Secondary.~~

~~2.7 Students for whom admission is not granted under this procedure shall receive written notice using **GF079** Flexible Boundary — Approval Not Granted.~~

4 APPLICATION FOR A FLEXIBLE BOUNDARY REQUEST: KINDERGARTEN

4.1 Flexible boundary admissions for Kindergarten students shall occur three times per year at the following times:

- c) mid-May;
- d) mid-June;
- e) mid-September.

4.2 Application shall be made in writing to the Principal of the student's Home School, to request the *GF 076 Request for Flexible Boundary Approval*.

4.3 The parent or guardian shall provide the completed *GF 076 Request for Flexible Boundary Approval* to the Receiving School.

4.4 Where flexible boundary requests are received times outside of those in 4.1, the Family of Schools Superintendent of the Receiving School shall determine whether the request can be approved.

4.5 The Receiving School shall submit the *GF 076 Request for Flexible Boundary Approval* centrally.

4.6 The Planning Department shall determine the number of available Kindergarten spaces for flexible boundary placements at each elementary school and advise Principals and Family of Schools Superintendents of available spaces.

4.7 Based on the available spaces for flexible boundary admissions, the Receiving School shall admit Flexible Boundary Students according to the following considerations:

- a) siblings already at the Receiving School;
- b) first come, first served;
- c) any other consideration deemed appropriate by the Principal of the Receiving School.

4.8 Kindergarten Flexible Boundary Students who are admitted to the Receiving School shall be notified by the Principal of the Receiving School.

35 CONSIDERATIONS

~~3.15.1 Principals of Receiving Schools must consider the following prior to granting permission for a student to gain admission via Flexible Boundary request: Principals must consider the following prior to granting permission for a student to gain admission under the flexible boundary procedure:~~

- a) The availability of accommodation within the class(es) ~~of at the school to which application for admittance is being made~~ Receiving School. Receiving School Principals ~~will~~ shall approve Flexible Boundary applications only when the addition of Flexible Boundary Students can be accommodated without class reorganization or without the addition of portable classroom facilities.
- b) The availability of space within the ~~school~~ Receiving School, taking into consideration the short and long-term implications with respect to the potential growth within the ~~school's~~ Receiving School's attendance area and the expected timing of that growth. Receiving School Principals must provide appropriate space and class sizes to accommodate students from their own school area and/or students from ~~the any associated~~ overflow schools prior to accommodating students from outside the ~~school's~~ Receiving School's attendance area.
- ~~c) The implication on programs, services and enrollment at the Home School.~~

~~5.2 In cases where Flexible Boundary admissions are being sought for siblings of students enrolled in a specialty and/or Regional program, admission for siblings will adhere to Board Policy (i.e., Policy 24.00). In cases where Flexible Boundary admission is being sought for siblings of students already enrolled at the Receiving School, the parent(s) or guardian(s) shall initiate the application for Flexible Boundary for the sibling(s) who is(are) not already enrolled in the Receiving School, as outlined in this GAP. Note that siblings of a student attending a Receiving School are not guaranteed approval to attend that Receiving School.~~

- a) ~~In cases where Flexible Boundary admission is being sought for siblings of students enrolled in a specialty and/or regional program, admission for siblings will adhere to DPCDSB P-2007 Access to Elementary Regional Programs of Choice.~~

4—ADMISSION

~~5.3 Permission for admission via Flexible Boundary may be reviewed by the Receiving School Principal at any time. If the Receiving School Principal recommends that the Flexible Boundary admission not continue, they shall consult the corresponding Family of Schools Superintendent.~~

~~5.4 Elementary Flexible Boundary Students are not automatically accepted for admission to the secondary school which receives the graduates of the elementary Receiving School. Parent(s) or guardian(s) seeking to enroll their Flexible Boundary Student at the secondary school which receives graduates of the elementary Receiving School shall apply for Flexible Boundary admission the secondary Receiving School.~~

~~4.1—Permission for flexible boundary may be reviewed by the Principal at any time. If the Principal is recommending that the Flexible Boundary admission not continue, he/she shall consult the Family of Schools Superintendent.~~

~~4.2—~~

~~4.35.5 Admission under the Flexible Boundary Procedure admission to Specialist High Skills Majors~~

Programs at secondary schools shall not be granted to students prior to ~~grade~~ Grade 11.

~~4.4 The student shall be designated as a Flexible Boundary student in Trillium.~~

~~4.5~~

~~5.6 In secondary schools, w~~Where a boundary change has been instituted or a new ~~secondary school is opening~~opens, students in the attendance area of the new school, ~~as designated by DPCDSB, will~~ shall attend the new school, except as otherwise designated by ~~the Board~~DPCDSB. One exception permitted by DPCDSB is permission for Grade 7 students to remain one more year (i.e., for Grade 8) at the original school to complete their elementary schooling.

a) Where Grade 7 students remain at the original school for one more year to complete their elementary schooling in Grade 8, parents and guardians shall be responsible for transporting these students to and from the original school. Younger siblings of these students shall be required to attend the new school based on the new attendance area.

5.7 A student who attends a Receiving School on a Flexible Boundary and who wishes to enroll in their original Home School will be registered on request, subject to regular DPCDSB admission policies.

ENROLMENT MANAGEMENT STRATEGY:

56 ~~ADMISSION: CAPPED AND OVERFLOW (HOST) SCHOOLS, SIBLINGS~~

6.1 DPCDSB's Enrolment Management Strategy may require schools to be identified as Capped Schools with a set ~~an~~ enrolment number to ensure sufficient space in the school for programming and student access. Enrolment caps shall be implemented as follows:

a) Elementary enrolment caps shall be implemented starting with a maximum enrolment size applied to Junior Kindergarten (i.e., Year 1).

b) Secondary enrolment caps shall be implemented starting with a maximum enrolment size applied to Grade 9.

6.2 DPCDSB secondary Capped Schools shall work to accommodate all in-coming Grade 9 students from DPCDSB feeder schools located within the respective secondary school's boundary.

6.3 DPCDSB secondary Capped Schools ~~and~~ that have accommodated all incoming Grade 9 students from their local DPCDSB feeder schools shall accommodate, where space permits, Grade 9 students new to DPCDSB and who reside within the respective secondary school boundary.

6.4 Flexible Boundary requests to a Receiving School that is also a Capped School may be approved if that school has not reached its maximum enrolment cap. DPCDSB secondary Capped Schools that have accommodated all in-coming, within boundary Grade 9 students may accommodate Grade 9 Flexible Boundary Students where space permits.

6.5 Flexible Boundary requests may be accommodated in other grades at the Capped School where enrolment space permits. Note that the total number of both in-boundary and Flexible Boundary students permitted in each grade shall not exceed the total students in the Grade 9 enrolment cap.

6.6 DPCDSB shall identify an Overflow School for each Capped School.

6.7 Where the Capped School has reached its maximum enrolment, Flexible Boundary requests shall be directed to the identified Overflow School or back to their Home School.

6.8 In-boundary students who are directed to an Overflow School will be eligible for transportation based on the DPCDSB transportation distance criteria. Transportation of Flexible Boundary Students who are directed to an Overflow School is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB, as per 3.10 of this GAP.

6.9 Once a student has been admitted from a Capped School into an Overflow School, it is expected that the student ~~remain~~remains at the ~~Host School~~Overflow School for the remainder of ~~his/her~~their academic career. This placement may be jointly reviewed by the Principals~~s~~, in consultation with the Family of Schools Superintendent(s), on a case-by-case basis based on programming needs, specific programs~~2~~ and physical space.

~~6.9 In-boundary students who attend an Overflow School will be eligible for transportation based on the DPCDSB transportation distance criteria.~~

ADMISSION: SIBLINGS

~~In order to accommodate siblings who may wish to attend the same school, siblings will be considered for admittance to the host school through the Flexible Boundary Procedure. In cases where flexible boundary admissions are being sought for siblings of students enrolled in a specialty and/or Regional program, admission for siblings will adhere to Board Policy (i.e., Policy 24.00)~~



GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	2000 STUDENTS
GAP NUMBER:	GAP2001
SUBJECT:	Admissions: Flexible Boundary Including Capped and Overflow Schools
REFERENCE:	P-2000 Admissions GAP2000 Registration General Procedures GAP2022 Extended French GAP2023 French Immersion GAP2024 Elementary Catholic Global Learning Programs GF076 Request for Flexible Boundary Approval GF077 Flexible Boundary Approval – Elementary GF078 Flexible Boundary Approval – Secondary GF079 Flexible Boundary – Approval Not Granted
EFFECTIVE DATE:	January 1, 1991
AMENDED DATE:	June 2017; June TBD, 2025

“Let the little children come to me and do not hinder them, for the Kingdom of God belongs to such as these.”
Mark 10: 12-17

1 PURPOSE

- 1.1 In consultation with the Family of Schools Superintendent, a Principal in the Dufferin-Peel Catholic District School Board (DPCDSB) may permit admission to a student in Grades 1 through 12 residing outside the school boundaries under the provisions of this General Administrative Procedure (GAP), if the placement of the student is eligible under the *Education Act* and its associated regulations.
- 1.2 For students in Kindergarten, admission to a school for students residing outside the school boundary shall proceed according to Section 4 of this GAP.

2 DEFINITIONS

- 2.1 **Capped School:** A school at which a maximum enrolment per grade has been implemented as an Enrolment Management Strategy (see *GAP8009 Enrolment Management Strategy*) for details related to Capped Schools) to ensure space for programming and student access.
- 2.2 **Flexible Boundary:** A request and/or approval to attend a DPCDSB school by a student living outside that school’s boundaries.
- 2.3 **Home School:** The neighbourhood DPCDSB school that a student would attend based on their home address.
- 2.4 **Receiving School:** The DPCDSB school that a student requests to attend on flexible boundary admission despite living outside this school’s boundaries.

- 2.5 **Flexible Boundary Student:** The student attending a DPCDSB school while living outside that school's boundary. This term shall be used in the student information system (SIS).
- 2.6 **Overflow School:** The school to which students may be directed when enrolment at a local school exceeds the available capacity (e.g., where enrolment exceeds the maximum at a Capped School).

3 APPLICATION FOR A FLEXIBLE BOUNDARY REQUEST: GRADES 1 THROUGH 12

- 3.1 Flexible boundary requests for students in Grades 1 through 8 shall be considered three times per year at the following times:
- a) mid-May;
 - b) mid-June;
 - c) mid-September.
- 3.2 Flexible boundary requests for students in Grades 9 through 12 shall be considered during the following time periods:
- a) prior to May 1 for Semester 1 entry;
 - b) prior to November 15 for Semester 2 entry.
- 3.3 Flexible boundary requests received outside of the time periods listed in 3.1, 3.2, and 4.1 of this GAP may be considered on a case-by-case basis, in consultation with the Family of Schools Superintendent(s).
- 3.4 Application shall be made in writing to the Principal of the Receiving School using [GF 076 Request for Flexible Boundary Approval](#). A copy of the student's most recent report card and Individual Education Plan (IEP), if applicable, must be submitted with the GF 076 for programming considerations.
- 3.5 The Principal of the Receiving School shall contact the Principal of the Home School to discuss the application, and a decision shall be made and conveyed to parent(s) or guardian(s) as soon as possible by the Receiving School Principal.
- 3.6 Students admitted to the Receiving School via Flexible Boundary shall receive written confirmation using [GF077 Flexible Boundary Approval – Elementary](#) or [GF078 Flexible Boundary – Secondary](#), as applicable to the student's grade.
- 3.7 Students for whom admission to the Receiving School is not granted shall receive written notice using [GF 079 Flexible Boundary Not Approved](#).
- 3.8 All registration policies and procedures regarding admission of new and existing students apply to students being admitted under this procedure.
- 3.9 The student shall be designated as a Flexible Boundary student in the SIS.

- 3.10 Transportation for Flexible Boundary Students is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB.

4 APPLICATION FOR A FLEXIBLE BOUNDARY REQUEST: KINDERGARTEN

- 4.1 Flexible boundary admissions for Kindergarten students shall occur three times per year at the following times:
- c) mid-May;
 - d) mid-June;
 - e) mid-September.
- 4.2 Application shall be made in writing to the Principal of the student's Home School, to request the [GF 076 Request for Flexible Boundary Approval](#).
- 4.3 The parent or guardian shall provide the completed [GF 076 Request for Flexible Boundary Approval](#) to the Receiving School.
- 4.4 Where flexible boundary requests are received times outside of those in 4.1, the Family of Schools Superintendent of the Receiving School shall determine whether the request can be approved.
- 4.5 The Receiving School shall submit the [GF 076 Request for Flexible Boundary Approval](#) centrally.
- 4.6 The Planning Department shall determine the number of available Kindergarten spaces for flexible boundary placements at each elementary school and advise Principals and Family of Schools Superintendents of available spaces.
- 4.7 Based on the available spaces for flexible boundary admissions, the Receiving School shall admit Flexible Boundary Students according to the following considerations:
- a) siblings already at the Receiving School;
 - b) first come, first served;
 - c) any other consideration deemed appropriate by the Principal of the Receiving School.
- 4.8 Kindergarten Flexible Boundary Students who are admitted to the Receiving School shall be notified by the Principal of the Receiving School.

5 CONSIDERATIONS

- 5.1 Principals of Receiving Schools must consider the following prior to granting permission for a student to gain admission via Flexible Boundary request:
- a) The availability of accommodation within the class(es) at the Receiving School. Receiving School Principals shall approve Flexible Boundary applications only when the addition of Flexible Boundary Students can be accommodated without class reorganization or without the addition of portable classroom facilities.

- b) The availability of space within the Receiving School, taking into consideration the short and long-term implications with respect to the potential growth within the Receiving School's attendance area and the expected timing of that growth. Receiving School Principals must provide appropriate space and class sizes to accommodate students from their own school area and/or students from any associated overflow schools prior to accommodating students from outside the Receiving School's attendance area.
- 5.2 In cases where Flexible Boundary admission is being sought for siblings of students already enrolled at the Receiving School, the parent(s) or guardian(s) shall initiate the application for Flexible Boundary for the sibling(s) who is(are) not already enrolled in the Receiving School, as outlined in this GAP. Note that siblings of a student attending a Receiving School are not guaranteed approval to attend that Receiving School.
 - a) In cases where Flexible Boundary admission is being sought for siblings of students enrolled in a specialty and/or regional program, admission for siblings will adhere to DPCDSB [*P-2007 Access to Regional Programs of Choice*](#).
- 5.3 Permission for admission via Flexible Boundary may be reviewed by the Receiving School Principal at any time. If the Receiving School Principal recommends that the Flexible Boundary admission not continue, they shall consult the corresponding Family of Schools Superintendent.
- 5.4 Elementary Flexible Boundary Students are not automatically accepted for admission to the secondary school which receives the graduates of the elementary Receiving School. Parent(s) or guardian(s) seeking to enroll their Flexible Boundary Student at the secondary school which receives graduates of the elementary Receiving School shall apply for Flexible Boundary admission the secondary Receiving School.
- 5.5 Flexible Boundary admission to Specialist High Skills Majors Programs at secondary schools shall not be granted to students prior to Grade 11.
- 5.6 Where a boundary change has been instituted or a new school opens, students in the attendance area of the new school, as designated by DPCDSB, shall attend the new school, except as otherwise designated by DPCDSB. One exception permitted by DPCDSB is permission for Grade 7 students to remain one more year (i.e., for Grade 8) at the original school to complete their elementary schooling.
 - a) Where Grade 7 students remain at the original school for one more year to complete their elementary schooling in Grade 8, parents and guardians shall be responsible for transporting these students to and from the original school. Younger siblings of these students shall be required to attend the new school based on the new attendance area.
- 5.7 A student who attends a Receiving School on a Flexible Boundary and who wishes to enroll in their original Home School will be registered on request, subject to regular DPCDSB admission policies.

6 ENROLMENT MANAGEMENT STRATEGY: CAPPED AND OVERFLOW SCHOOLS

- 6.1 DPCDSB's Enrolment Management Strategy may require schools to be identified as Capped Schools with a set enrolment number to ensure sufficient space in the school for programming and student access. Enrolment caps shall be implemented as follows:
 - a) Elementary enrolment caps shall be implemented starting with a maximum enrolment size applied to Junior Kindergarten (i.e., Year 1).
 - b) Secondary enrolment caps shall be implemented starting with a maximum enrolment size applied to Grade 9.
- 6.2 DPCDSB secondary Capped Schools shall work to accommodate all in-coming Grade 9 students from DPCDSB feeder schools located within the respective secondary school boundary.
- 6.3 DPCDSB secondary Capped Schools that have accommodated all incoming Grade 9 students from their local DPCDSB feeder schools shall accommodate, where space permits, Grade 9 students new to DPCDSB and who reside within the respective secondary school boundary.
- 6.4 Flexible Boundary requests to a Receiving School that is also a Capped School may be approved if that school has not reached its maximum enrolment cap. DPCDSB secondary Capped Schools that have accommodated all in-coming, within boundary Grade 9 students may accommodate Grade 9 Flexible Boundary Students where space permits.
- 6.5 Flexible Boundary requests may be accommodated in other grades at the Capped School where enrolment space permits. Note that the total number of both in-boundary and Flexible Boundary students permitted in each grade shall not exceed the total students in the Grade 9 enrolment cap.
- 6.6 DPCDSB shall identify an Overflow School for each Capped School.
- 6.7 Where the Capped School has reached its maximum enrolment, Flexible Boundary requests shall be directed to the identified Overflow School or back to their Home School.
- 6.8 In-boundary students who are directed to an Overflow School will be eligible for transportation based on the DPCDSB transportation distance criteria. Transportation of Flexible Boundary Students who are directed to an Overflow School is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB, as per 3.10 of this GAP.
- 6.9 Once a student has been admitted from a Capped School into an Overflow School, it is expected that the student remains at the Overflow School for the remainder of their academic career. This placement may be jointly reviewed by the Principals, in consultation with the Family of Schools Superintendent(s), on a case-by-case basis based on programming needs, specific programs, and physical space.



GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	2000 STUDENTS
GAP NUMBER:	GAP2002
SUBJECT:	ADMISSIONS: FLEXIBLE BOUNDARY, SECONDARY SCHOOLS INCLUDING OVERFLOW SCHOOLS
REFERENCE:	P-2000 : Admissions GAP2000 : Registration: General Procedures GAP2022 : Extended French GAP2023 : French Immersion Forms: GF076 Request for Flexible Boundary Approval; GF078 Flexible Boundary Approval Secondary; GF079 Flexible Boundary – Approval Not Granted – Elementary and Secondary
EFFECTIVE:	January 1, 1991
REVISED/AMENDED	June 2017

“Let the little children come to me and do not hinder them, for the Kingdom of God belongs to such as these.” (Mark 10: 12 – 17)

In consultation with the Family of Schools Superintendent, a Principal may permit admission to a student under the provisions of this procedure if the placement of the student is eligible under the *Education Act* and regulations.

1. APPLICATION FOR ADMISSION TO OTHER THAN NEIGHBOURHOOD SCHOOL

- a) Application shall be made in writing to the Principal of the neighbourhood school (Home School), with a copy to the Principal of the school to which the student wishes to attend (Host School) using **GF076** Request for Flexible Boundary Approval.
- b) The Principals involved shall discuss the application and a decision shall be made and conveyed to parents/guardians as soon as possible by the Home school Principal.
- c) All registration policies and procedures regarding admission of new students also applies to students being admitted under this procedure.
- d) For students admitted under this procedure, transportation is a parental responsibility and will not be provided by the Board.
- e) Students admitted under this procedure shall receive written confirmation using **GF078** Flexible Boundary Approval Secondary.
- f) Students for whom admission is not granted under this procedure shall receive written notice using **GF079** Flexible Boundary – Approval Not Granted.

2. CONSIDERATIONS

Principals must consider the following prior to granting permission for a student to gain admission under the flexible boundary procedure:

- a) The availability of accommodation within the class(es) of the school to which application for admittance is being made. School Principals will approve flexible boundary applications only when the addition of flexible boundary students can be accommodated without class reorganization or without the addition of portable classroom facilities.
- b) The availability of space within the school, taking into consideration the short and long-term implications with respect to the potential growth within the school's attendance area and the expected timing of that growth. School Principals must provide appropriate space and class sizes to accommodate students from their own school area and/or students from the overflow school prior to accommodating students from outside the school's attendance area.
- c) The implication on programs, services and enrollment at the Home School.
- d) In cases where flexible boundary admissions are being sought for siblings of students enrolled in a specialty and/or Regional program, admission for siblings will adhere to Board Policy (i.e., [P-2007](#)).

3. ADMISSION

- a) Permission for flexible boundary may be reviewed by the Principal at any time. If the Principal is recommending that the Flexible Boundary admission not continue, he/she shall consult the Family of Schools Superintendent.
- b) Admission under the Flexible Boundary Procedure to Specialist High Skills Majors Programs shall not be granted to students prior to grade 11.
- c) The student shall be designated as a Flexible Boundary student in Trillium.
- d) In secondary schools, where a boundary change has been instituted or a new secondary school is opening, students in the attendance area of the new school will attend the new school, except as otherwise designated by the Board.

4. ADMISSION: CAPPED AND OVERFLOW (HOST) SCHOOLS, SIBLINGS

- a) Once a student has been admitted from a capped school into an overflow school, it is expected that the student remain at the host school for the remainder of his/her academic career. This may be jointly reviewed by the Principals, in consultation with the Family of Schools Superintendent, on a case-by-case basis based on programming needs, specific programs and physical space.

5. ADMISSION: SIBLINGS

- a) In order to accommodate siblings who may wish to attend the same school, siblings will be considered for admittance to the host school through the Flexible Boundary Procedure. In cases where flexible boundary admissions are being sought for siblings of students enrolled in a

specialty and/or Regional program, admission for siblings will adhere to Board Policy (i.e., [P-2007](#)).

FOR RESCISSION

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>POLICY</u>	
POLICY NUMBER:	P-2007
SUBJECT:	Access to Regional Elementary Regional Programs of Choice
REFERENCE:	GAP2022 Extended French GAP2023 French Immersion GAP2024 Elementary Catholic Global Learning Programs
EFFECTIVE DATE:	April 29, 2014
AMENDED DATE:	October 16, 2016; November 17, 2020; October 22, 2024; June TBD, 2025

*"And the good news must first be proclaimed to all nations."
Mark 13:10*

1. [In addition to regular track programming to deliver the Ontario Curriculum and Catholic education at each neighbourhood school, the Dufferin-Peel Catholic District School Board \(DPCDSB\) offers a variety of limited-enrollment regional programs of choice, at select schools, for interested students.](#)
2. [DPCDSB regional programs of choice include the following:](#)
 - a) [Advanced Placement \(AP\) programs \(Grades 9 through 12\)](#)
 - b) [Extended French \(Grades 5 through 12\)](#)
 - c) [French Immersion \(Grades 1 through 12\)](#)
 - d) [International Baccalaureate \(IB\) programs \(Kindergarten to Grade 12\)](#)
 - e) [Regional All Girls' Catholic Secondary School \(Grades 9 through 12\)](#)
 - f) [Regional Centre for the Arts \(Grades 9 through 12\)](#)
 - g) [Regional Sports \(Grades 9 through 12\)](#)
 - h) [Regional Science, Technology, Engineering, and Math \(STEM\) \(Grades 9 through 12\)](#)
 - i) [Byzantine RiteUkrainian programming \(Kindergarten to Grade 8\)](#)
3. The process for accessing **elementary** regional programs of choice ~~must~~[shall](#) be equitable for all eligible students within ~~the Dufferin-Peel Catholic District School Board (DPCDSB)~~'s jurisdiction.
 - a) [In the case of an application by same-age or same-grade siblings, the parent or guardian shall submit one application per child.](#)
 - ~~a)~~
 - ~~b)~~
 - ~~c)~~[b\)](#) If applications received by the advertised deadline exceed the available student spaces allotted to the [elementary](#) regional program, a random selection process specific to the [elementary](#) regional program will be activated to fill available spaces.

~~d/c)~~ All eligible applicants, including siblings of students currently registered in the elementary regional program, will participate in the random selection process.

4. Generally, transportation of students to elementary and secondary regional programs of choice is the responsibility of the parents and guardians. Parents and guardians should consult the DPCDSB website for information about specific programs of interest, including transportation considerations.
 - ~~e) In the case of an application by same-age or same-grade siblings, the parent or guardian shall submit one application per child.~~
5. The process for accessing **secondary** regional programs of choice varies depending on the program type.
 - a) Access to secondary **Extended French** and **French Immersion** is based on elementary enrollment in the respective French program. Note that exceptions may be made on a case-by-case basis for students entering DPCDSB in Grade 9 and who have equivalent French language experience but who may not have previously enrolled in Extended French or French Immersion.
 - b) Access to secondary **IB** programs is via elementary enrollment in an IB program or through other **competitive** application points in Grade 8 (for the Grade 9 IB preparatory program) and Grade 10 (for the IB Diploma Programme).
 - c) Access to secondary **AP** programs is via a competitive application process prior to Grade 9 entry. Interested students shall complete an online application which includes submission of the final Grade 7 and most recent Grade 8 report cards.
 - d) Access to the **Regional All Girls' Catholic Secondary School** is via registration at Holy Name of Mary Catholic Secondary School.
 - e) Access to secondary **Regional Centres for the Arts** is via a competitive portfolio and/or performance application prior to Grade 9 entry.
 - f) Access to the secondary **Regional Centre for Sports** is via a competitive application that includes review of learning skills on the Grade 7 report card and Grade 8 progress report, reference letters from teachers, and written reflections from both the applicant and their parent(s) or guardian(s). Access to this program is limited to the number of student spaces available in each sport sector.
 - g) Access to secondary **Regional STEM** programming is via competitive application prior to Grade 9 entry that includes review of elementary report cards and a written response.
 - h) In some cases, Access to secondary regional programs may be provided to support differing abilities as per a student's IEP. ~~and in consultation with the Superintendent of Special Education and Learning Services, the student's elementary school Principal, and the student's parent(s) or guardian(s).~~
 - i) Note that Extended French, IB, AP, and Regional Centres for the Arts have boundaries, in which site access is based on the student's residential address and/or elementary feeder school location. Access to regional program sites from outside these boundaries may be considered via flexible boundary request where space permits.
6. Some DPCDSB schools may choose to offer, in consultation with their Family of Schools Superintendent, local programs of choice. Examples include Specialist High-Skills Major programs and enhanced

programming in specific subject areas such as STEM. Access to these local programs is limited to interested students attending the school hosting the local program, based on in-boundary or flexible boundary status, as enrolment space permits.

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7. Note that DPCDSB has an Enrolment Management Strategy that may require schools to be identified as Capped Schools with a maximum enrolment number or “cap” to ensure sufficient space in the school for programming and student access. Where regional or local programs of choice are offered in Capped Schools, enrolment in such programs of choice is included in this overall maximum enrolment cap.
8. Available student spaces in regional or local programs of choice at Capped Schools may be adjusted as needed to ensure all regular track program access for in-boundary students is accommodated within the overall enrolment cap.
9. No new programs of choice shall be added to Capped Schools a school without prior consultation with the Planning Department to ensure suitable, long term accommodation needs of the local community can be met.
10. DPCDSB reserves the right to change the location of regional and local programs of choice should regular track enrollment projections require additional space at a regional or local program site.
- 2-11. Access to regional programs of choice is available to all students eligible to attend DPCDSB elementary and secondary schools. However, students who are not Canadian citizens nor permanent residents must consult with the DPCDSB Admissions Office prior to proceeding with the regional program application processes listed in sections 3 and 5 of this policy.

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>POLICY</u>	
POLICY NUMBER:	P-2007
SUBJECT:	Access to Regional Programs of Choice
REFERENCE:	GAP2022 Extended French GAP2023 French Immersion GAP2024 Elementary Catholic Global Learning Programs
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 - d) International Baccalaureate (IB) programs (Kindergarten to Grade 12)
 - e) Regional All Girls’ Catholic Secondary School (Grades 9 through 12)
 - f) Regional Centre for the Arts (Grades 9 through 12)
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 - h) Regional Science, Technology, Engineering, and Math (STEM) (Grades 9 through 12)
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3. The process for accessing **elementary** regional programs of choice shall be equitable for all eligible students within DPCDSB’s jurisdiction.
 - a) In the case of an application by same-age or same-grade siblings, the parent or guardian shall submit one application per child.
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<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
POLICY NUMBER:	P-2008
SUBJECT:	Student Insurance
REFERENCE:	GAP2025 : Student Insurance
EFFECTIVE DATE:	March 23, 2004
AMENDED DATE:	February 24, 2015, TBD

“Now faith is confidence in what we hope for and assurance about what we do not see.”
Hebrews 11:1

1. The Dufferin-Peel Catholic District School Board takes every precaution to provide a safe learning environment for students. As permitted under the *Education Act*, the Board will arrange for the distribution of a student accident insurance plan for all students, including those who participate in out-of-school excursions and extra-curricular sports activities. The Board does not provide accident insurance coverage for student injuries that occur on school premises or during extra-curricular activities (e.g., athletics, clubs, and field trips). The Board assumes no responsibility for the cost of the plan, applications, premium payments, or claims, nor does the Board receive any remuneration from the approved insurance carrier.
2. Information regarding the approved student accident insurance plan will be made available through the Board’s communication sources.

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GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	2000 STUDENTS
GAP NUMBER:	GAP2025
SUBJECT:	Student Insurance
REFERENCE:	P-2008 Student Insurance GAP4006 Board Insurance Incident Reports GAP3015 Board Insurance – Excursions and Use of Personal Vehicles
EFFECTIVE:	September 1, 1991
REVISED/AMENDED	September 1, 2007; July 31, 2012; January 13, 2014, TBD

“Be joyful in hope, patient in affliction, faithful in prayer.”

Romans 12:12

Student Insurance

Recognizing that many parents/guardians may wish to have insurance protection for their children while at school or taking part in school activities, the board will make available to students, as well as parents(s)/guardian(s), insurance plan information. This information will be provided to schools and through the board website.

Under the *Education Act*, Ontario school boards are to “Provide, by contract with an insurer under the *Insurance Act*, accident and life insurance for pupils, the cost of which is to be paid on a voluntary basis by parents or guardians”.

As of September 2012, parents/guardians must also acknowledge that they have received a copy of the Student Accident Insurance brochure by signing off on the appropriate forms to:

- acknowledge that the Dufferin-Peel Catholic District School Board does not provide accident or life insurance for students; and
- acknowledge that student/parent/guardian has received a copy of the student accident insurance brochure.

Distribution of Student Accident Insurance Brochure

School Principals will ensure that each student receives a copy of the Student Accident Insurance Brochure and is directed to deliver a copy of the brochure to his or her parent(s) or guardian(s).

At the beginning of each school year, schools are encouraged to promote student accident insurance in general and, in particular, for student athletes and out-of-school excursions when the potential risks increase exponentially.

Student Accident insurance information may be found on the Board website:

<https://www.dpcdsb.org/parents/student-accident-insurance>



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<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>POLICY</u>	
Policy Number:	P-4007
Subject:	Physical Restraint <u>De-escalation and Safety Interventions</u>
Reference:	<u>P-4002: Health and Safety</u> <u>GAP4009: De-escalation and Safety Interventions</u> Physical Restraint
Effective Date:	(386) July 19, 1994
Amended Date:	(124) Revised April 29, 2014; <u>June 2025</u>

"Blessed are the peacemakers, for they will be called children of God."

Matthew 5:9

1. In the creation of a school-wide faith-filled, safe, caring and inclusive learning environment, the Dufferin-Peel Catholic District School Board (DPCDSB) centres the dignity of all learners. All employees of DPCDSB are collectively responsible for the care, welfare and safety of staff and students.
- 1.2. DPCDSB recognizes that all behaviour is a form of communication. Staff mitigates risks to individuals by ensuring that compassionate, proportionate and reasonable interventions are used to support individuals in distress. As caring adults acting in place of parents, educators have a duty to recognize and respond to risk behaviour to protect the safety and well-being of all students.
2. ~~a range of approaches and supports are utilized by staff to support and engage all learners. Where challenging behaviours exist with an individual student and safety within a learning environment is compromised and/or the safety and well-being of self and/or others is at risk, a range of prevention and intervention strategies may be deployed, including physical restraint.*~~
3. DPCDSB responds to distress behaviour with supportive approaches, prioritizing prevention and early intervention strategies.
4. ~~Safety interventions including Physical physical restraint supports is are to be implemented utilized only judiciously out of necessity, when there is imminent risk of harm and only as a last resort, as a last resort, and when there is no alternative. when all other attempts to calm escalating behaviours have been unsuccessful.~~
- 3.5. DPCDSB works to provide the highest level of staff training in de-escalation to support the goals articulated in the DPCDSB Multi-Year Strategic Plan and the Catholic Board Improvement Learning Cycle as well as the DPCDSB Health and Safety Policy P-4002.

* For the purpose of this policy, “physical restraint” refers to the use of physical intervention, by trained staff, intended to hold a person immobile and limit a person’s movement.



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>POLICY</u>	
Policy Number:	P-4007
Subject:	De-escalation and Safety Interventions
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3. DPCDSB responds to distress behaviour with supportive approaches, prioritizing prevention and early intervention strategies.
4. Safety interventions including physical supports are to be implemented only out of necessity, when there is imminent risk of harm, as a last resort, and when there is no alternative.
5. DPCDSB works to provide the highest level of staff training in de-escalation to support the goals articulated in the DPCDSB Multi-Year Strategic Plan and the Catholic Board Improvement Learning Cycle as well as the DPCDSB Health and Safety Policy [P-4002](#).

GAP

GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	4000 HEALTH AND SAFETY
GAP NUMBER:	GAP4009
SUBJECT:	De-escalation and Safety InterventionsPhysical Restraint
REFERENCE:	P-4007: De-escalation and Safety InterventionsPhysical Restraint Guideline GF 044: Physical Restraint Incident Report
EFFECTIVE:	September 01, 1994
REVISED/AMENDED	January 2013; June 2025

1. INTRODUCTION

- 1.1. In the creation of a school-wide faith-filled, safe, caring and inclusive learning environment, the Dufferin-Peel Catholic District School Board (DPCDSB) centres the dignity of all learners. All employees of DPCDSB are collectively responsible for the care, welfare and safety of staff and students. The safety of all members of the school community and the school environment are protected under the Education Act and Regulations and the Board's Mission Statement, policies and procedures. The policy on physical restraint is intended to state the Board's position with regard to the necessity of restricting a student's movements in order to ensure such safety.
- 1.2. The following procedures are intended to ensure these objectives are met.
- 1.3. As caring adults acting in place of parents, educators have a duty to recognize and respond to risk behaviour to protect the safety and well-being of all students.

The General Administrative Procedure provides guidelines in the use of physical restraint. These guidelines are intended to be used with all students requiring restraint, including those with special needs. It is important to underline that physical restraint is the last and most restrictive procedure in a hierarchy of strategies and that it is only to be used as a last resort, when any other less intrusive interventions that may be appropriate have been first considered or tried.

Any employee may encounter a situation where physical restraint may be necessary. This may be as a part of a planned behaviour program for a student with special needs or it may arise in response to a crisis situation, with no opportunity to plan. The decision to utilize physical restraint relies on the professional judgement and sense of confidence of staff members.

The following procedures will outline the guidelines that are necessary in using physical restraint. They are also intended to be used within the requirements of the Education Act and its Regulations, Board Policy and procedures, and any other pertinent legislation.* Students are required, under the Education Act (Reg. 262), to accept such discipline as would be exercised by a "kind, firm and judicious parent". Principals and teachers, in turn, are required to maintain order and discipline in the schools and classrooms. The Physical Restraint Policy and guidelines are intended to ensure these objectives are met, conform to these legal requirements while at the same time to maintain a focus on correcting the behaviour and educating the student in more acceptable alternatives.

As caring adults acting in place of parents, educators have a duty to recognize and respond to

risk behaviour to protect the safety and well-being of all students.

2. CRISIS PREVENTION SUPPORTIVE APPROACHES TO RESPOND TO DISTRESS BEHAVIOUR

2.1. DPCDSB employs the following evidence-informed progression of intervention approaches that centres the dignity of all learners.

3. Decision Making

3.1. When responding to distress behavior staff must employ appropriate decision making and discernment to ensure the response to the behavior is compassionate, proportionate and reasonable, and aligned to current de-escalation training provided to staff.

3.2. Prevention and Early Intervention

3.2.1. Build **positive, trusting relationships** with students.

3.2.2. Understand and respond to **early signs of distress** or escalation (**Anxiety phase**).

3.2.3. Use **supportive strategies** such as calm tone, active listening, offering choices, and providing space.

3.2.4. Implement consistent routines and reasonable expectations.

3.2.5. Ensure environment is suited to meet student needs and utilize environmental prevention strategies.

3.2.6. Apply individualized strategies from **student Safety and Support plan** if applicable. **safety or behavior support plans.**

3.3. De-escalation (Verbal Intervention Skills)

3.2.1. Respond to escalating behavior with **non-threatening verbal techniques** approaches, including:

- Setting clear, respectful limits
- Acknowledging student concerns
- Offering time and space
- Avoiding power struggles
- Ensuring **staff presence is supportive**, not confrontational.
- Applying individualized Verbal Intervention Strategies from **Safety and Support plan- if applicable.**

3.4. 4.3 Disengagement Skills

3.4.1. Disengagement Skills are used to:

- Protect staff and individuals from harm during a physical crisis.

- Provide safe and respectful ways to disengage from dangerous behavior.
- Minimize risk of injury to all parties.

3.4.2. Apply individualized Disengagement Strategies from Safety and Support plan if applicable.

~~Disengagement Skills are used to:~~

~~Protect staff and individuals from harm during a physical crisis.~~

~~Provide safe and respectful ways to disengage from dangerous behavior.~~

~~Minimize risk of injury to all parties.~~

~~Apply individualized Disengagement Strategies from Safety and Support plan if applicable.~~

3.5. 4.4 Holding Skills

~~3.5.1. (Skills) A physical hold may be used only when all less intrusive methods have failed and/or the student poses an immediate risk of harm to self or others.~~

- Only staff trained in CPI physical intervention techniques may apply a hold.

3.5.2. The intervention must be:

- Proportionate to the level of risk
- Implemented with the least amount of force necessary
- Discontinued as soon as the risk has passed

3.5.3. Holding skills should be used by trained staff.

3.5.4. Staff who have not received Holding Skills training may support a trained staff member in utilizing the skills.

4. After an Incident – Documentation and Debriefing

4.1. GF 044 (Physical Intervention Incident Report) must be completed immediately following any physical hold.

- Submit the form to the school principal and designated central office staff within 24 hours.

4.2. Conduct a debriefing with staff and the student, when appropriate should be complete, to:

- Promote learning and recovery
- Adjust behavior strategies if needed and update the Safety and Support plan as needed.
- Prevent future incidents

5. Responsibilities

5.1. Students: Follows the Catholic Code of Conduct, provide student voice in the development of safety and support plans as required, participate in the post incident debrief as appropriate.

5.2. Staff: Must follow CPI strategies, their de-escalation training, implement and follow safety and support plans as required, act in good faith, and document any physical interventions using the GF 44 form.

~~1.1. Principals: Must ensure staff are CPI have received required trained de-escalation training, monitor compliance appropriate implementation, review and implement safety and support plans as required, communicate/consult with parent/guardian, review GF 44 forms, and support post-incident debriefs.~~

~~5.3.~~

~~5.4. Board Administration Central DPCDSB Staff: Maintain records, provide CPI training opportunities, and support continuous improvement in behavior management.~~

~~5.5. Parents: Participate in parent teacher conferences and in the development of safety and support plans. (Note: Safety and Support Plans are finalized under the direction of the Principal.)~~

~~6. Related Documents and Resources~~

~~6.1. GF 044 – Physical Restraint Incident Report Form~~

~~6.1.1. Student Support and Plan Guideline~~

~~Support Plan Guideline/ Individual Education Plans (IEPs)~~

~~• CPI Nonviolent Crisis Intervention® Training Materials~~

~~• [Insert School Board Policy Number] – Safe and Caring Schools~~

~~A key concept in response management is prevention. In order to reduce the need to use physical restraint, it is necessary to prevent the escalation of behaviour challenges to the crisis stage. To achieve this, a number of preventative strategies have been shown to be effective.~~

Strategies

There are available a wide range of non-intrusive strategies to try initially. These strategies may include such things as:

Active listening	Restructuring the environment
Encouragement	Relaxation training
Problem-solving	Modeling
Clarifying expectations	Social skills training
Behaviour modification strategies	Conferencing
Cognitive behaviour intervention	"planned ignore" strategies
Peer mediation	Providing focussed choices

STAFF TRAINING AND TEAM APPROACH

Staff training for crisis prevention emphasizes training in non-verbal and verbal intervention techniques as well as training in physical restraint techniques. Examples of non-verbal techniques include the effective use of proximity or personal space, and body language. Verbal strategies involve the use of voice tone and volume, rate of speech, active listening, and the use of appropriate language. Physical intervention strategies include restraint and transport techniques. The greatest emphasis is placed on the effective use of the non-verbal and verbal in strategies defusing the crisis. The planned physical intervention strategies are the most restrictive procedure in the hierarchy of strategies and only used as part of a safety plan and if absolutely necessary. Advanced in-service training includes instructor certification.

In implementing a planned physical restraint procedure, a team approach is preferred. A team would consist of two or more people, at least one of whom would be trained. This approach would enhance the safety of all concerned and would provide added support in the event of legal concerns. In addition, it would allow for some flexibility in supervising other students in the vicinity. The implementation plan for Crisis Prevention Training (CPI) is coordinated annually by the Health and Safety Department.

~~*See Appendix A-~~

Parent/Guardian Involvement

~~When physical restraint is~~

~~used, the parents or~~

~~guardians of children under~~

~~18 who have been restrained~~

~~should be made aware of, and~~

~~have access to,~~

~~documentation around the
incident. For students who
are 18 or over, their
permission is needed prior to
parental/guardian access to
documentation.~~

DRAFT

INTERVENTION

Safety First

- Physical restraint will only be used when the care, welfare, security and safety of the student, the safety of others, or the safety of the environment are endangered.
- It is imperative that physical restraint be used in such a way that the risk of injury is minimized.
- In applying physical restraint in a safe manner, the force used should not exceed what is reasonable under the circumstances.

Judgement

Aside from a policy, the decision to use planned physical restraint is a matter of individual professional judgment. In making the decision about whether or not to use restraint, the following factors may be relevant:

- Power balance (size, age, status, strength, gender)
- Availability of support
- Previous history of student (abuse, special needs)
- Staff in-service training, confidence and willingness
- Relationship to student

Guidelines for Using Planned Physical Restraint

When preventative strategies have not contained the crisis, planned physical restraint may be necessary. The following steps illustrate the principle of using strategies that proceed from least intrusive to most intrusive:

- Non-verbal and/or verbal request of student to stop or alter his/her behaviour
- Non-verbal and/or verbal request of student and/or others to leave the situation
- Planned Physical restraint

Planned and Unplanned Use of Restraint

Planned

Physical restraint may be necessary as a component in a behaviour plan for any student which may include a student with special needs. In this case, physical restraint should be considered to be the last resort in a hierarchy of behaviour management strategies used with that student. The safety plan should clearly outline the purpose of the restraint and the conditions of its use. Parents/guardians should be fully aware of the possibility of restraint being used and the in-service training that staff have undergone.

Unplanned

Unforeseen crisis may arise that require the use of physical restraint. Staff professional judgement will govern responses in these situations.

Follow-up

Effective procedures following restraint should include:

- Review of crisis and follow-up discussion with all those involved as well as parents/guardians, administrators and other relevant individuals
- Evaluation of the school response to the situation
- Evaluation of the effectiveness of the student's behaviour plan (if applicable)
- Further planning as appropriate

ADMINISTRATIVE PROCEDURES**Documentation**

Documenting the use of physical restraint is necessary for both planning and accountability. The Physical Restraint Incident Report Form (GF 044) should be submitted to the Principal within 24 hours of the incident, the original of which is to be filed in the student's Ontario Student Record (OSR). A duplicate copy is to be maintained by the administrator for the purpose of review (see Review Process below).

A reporting form should be completed for each incident of physical restraint, unless this information is collected as part of a student's individual behaviour/safety plan. In this case, the student's safety plan should include the incidence of restraint and the circumstances surrounding its use.

Parents/guardians and adult students should be made aware of the restraint documentation and this should be provided on request.

Review Process

Due to the intrusive nature of physical restraint, periodic review and evaluation of its use is necessary. This review process should examine:

- Adherence to General Administrative Procedures
- Incidence
- Reasons for using restraint
- Statistics on students restrained (age, grade, type of class, gender)

APPENDIX ADOCUMENTS PERTAINING TO PHYSICAL RESTRAINT

Education Act and Regulations: ~~Section 23, 235, 236~~
~~Regulation 262: Sections 12, 21, 23~~

Board Policies, Regulations and Procedures:

~~Mission Statement, Introduction to General Administrative Procedures—
 (GAP)~~

~~Assaults—[GAP4017](#)~~

~~Safety of Pupils—[GAP4031](#)~~

~~Lockdown, Hold and Secure—[GAP4018](#)~~

~~Transportation of Pupils—Policy and Regulation [P 2010](#)~~

~~Trespass to Property Act—[P 8006](#) & [GAP8009](#)~~

~~Catholic Code of Conduct, [P 0002](#); [GAP2012](#)~~

~~Canadian Charter of Rights and Freedoms~~

~~Ontario Human rights Code~~

~~Criminal Code (Sect. 43)~~

~~Ontario Child and Family Services Act~~

~~Ontario Statutory Powers Procedure Act~~

~~Trespass to Property Act~~

~~Canadian Constitution Act~~

~~Youth Criminal Justice Act~~

~~Occupational Health and Safety Act~~

~~Workplace Safety and Insurance Act~~

~~Freedom of Information and Protection of Privacy Act~~

~~Incident Investigation Report GF 390~~

**SEE GF044,
 PHYSICAL RESTRAINT INCIDENT REPORT FORM**

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GAP

GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	4000 HEALTH AND SAFETY
GAP NUMBER:	GAP4009
SUBJECT:	De-escalation and Safety Interventions
REFERENCE:	P-4007 : De-escalation and Safety Interventions Guideline GF 044 : Physical Restraint Incident Report
EFFECTIVE:	September 01, 1994
REVISED/AMENDED	January 2013; June 2025

1. INTRODUCTION

- 1.1. In the creation of a school-wide faith-filled, safe, caring and inclusive learning environment, the Dufferin-Peel Catholic District School Board (DPCDSB) centers the dignity of all learners. All employees of DPCDSB are collectively responsible for the care, welfare and safety of staff and students.
- 1.2. The following procedures are intended to ensure these objectives are met.
- 1.3. As caring adults acting in place of parents, educators have a duty to recognize and respond to risk behaviour to protect the safety and well-being of all students.

2. SUPPORTIVE APPROACHES TO RESPOND TO DISTRESS BEHAVIOUR

- 2.1. DPCDSB employs the following evidence-informed progression of intervention approaches that centres the dignity of all learners.

3. Decision Making

- 3.1. When responding to distress behavior staff must employ appropriate decision making and discernment to ensure the response to the behavior is compassionate, proportionate and reasonable, and aligned to current de-escalation training provided to staff.

3.2. Prevention and Early Intervention

- 3.2.1. Build **positive, trusting relationships** with students.
- 3.2.2. Understand and respond to **early signs of distress** or escalation
- 3.2.3. Use **supportive strategies** such as calm tone, active listening, offering choices, and providing space.
- 3.2.4. Implement consistent routines and reasonable expectations.
- 3.2.5. Ensure environment is suited to meet student needs and utilize environmental prevention strategies.
- 3.2.6. Apply individualized strategies from **Safety and Support plan if applicable**.

3.3. Verbal Intervention Skills

- 3.2.1. Respond to escalating behavior with **non-threatening verbal approaches**, including:
- Setting clear, respectful limits
 - Acknowledging student concerns
 - Offering time and space
 - Avoiding power struggles
 - Ensuring **staff presence is supportive**, not confrontational.
 - Applying individualized Verbal Intervention Strategies from **Safety and Support plan if applicable**.

3.4. Disengagement Skills

- 3.4.1. Disengagement Skills are used to:
- Protect staff and individuals from harm during a physical crisis.
 - Provide safe and respectful ways to disengage from dangerous behavior.
 - Minimize risk of injury to all parties.
- 3.4.2. Apply individualized Disengagement Strategies from Safety and Support plan if applicable.

3.5. Holding Skills

- 3.5.1. A physical hold may be used **only when all less intrusive methods have failed** and/or the student poses **an immediate risk of harm** to self or others.
- 3.5.2. The intervention must be:
- Proportionate to the level of risk
 - Implemented with the least amount of force necessary
 - Discontinued as soon as the risk has passed
- 3.5.3. Holding skills should be used by trained staff.
- 3.5.4. Staff who have not received Holding Skills training may support a trained staff member in utilizing the skills.

4. After an Incident – Documentation and Debriefing

- 4.1. [GF 044 \(Physical Intervention Incident Report\)](#) must be completed following any physical hold.
- 4.2. A **debriefing with staff and the student**, when appropriate should be complete to:
- Promote learning and recovery
 - Adjust behavior strategies and update the Safety and Support plan as needed.
 - Prevent future incidents

5. Responsibilities

- 5.1. **Students:** Follows the Catholic Code of Conduct, provide student voice in the development of

safety and support plans as required, participate in the post incident debrief as appropriate.

- 5.2. **Staff:** Must follow their de-escalation training, implement and follow safety and support plans as required, act in good faith, and document any physical interventions using the GF 44 form.
- 5.3. **Principals:** Must ensure staff have received required de-escalation training, monitor appropriate implementation, review and implement safety and support plans as required, communicate/consult with parent/guardian, review GF 44 forms, and support post-incident debriefs.
- 5.4. **Central DPCDSB Staff:** Maintain records, provide training opportunities, and support continuous improvement in behavior management.
- 5.5. **Parents:** Participate in parent teacher conferences and in the development of safety and support plans. (Note: Safety and Support Plans are finalized under the direction of the Principal.)

6. **Related Documents and Resources**

6.1. **[GF 044](#) – Physical Restraint Incident Report Form**

6.1.1. Student Support Plan Guideline



RECOMMENDATION TO THE BOARD

REPORT NUMBER H 3

REVISED POLICY P-0014 THIRD PARTY IN-SCHOOL LEARNING OPPORTUNITIES FOR STUDENTS

- 1. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT REVISED POLICY P-0014: THIRD PARTY IN-SCHOOL LEARNING OPPORTUNITIES FOR STUDENTS, AS AMENDED.**

Regular Board Meeting
June 17, 2025
<i>REVISED POLICY P-0014 THIRD PARTY IN-SCHOOL LEARNING OPPORTUNITIES FOR STUDENTS</i>
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, and Trust

"If you know what you are talking about, you have something more valuable than gold jewels."
Proverbs 21:15

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations and activities provided by third party organizations may support DPCDSB's mission, vision, and values by enhancing learning opportunities for students. To efficiently and adequately govern the process of third party organizations coming into DPCDSB schools, the DPCDSB established policy *P-0014 Third Party In-School Learning Opportunities for Students*. Recently staff have reviewed and updated P-0014.

DISCUSSION

DPCDSB staff reviewed and updated *P-0014: Third Party In-School Learning Opportunities for Students*, and an associated General Administrative Procedure (GAP), *GAP0006 External Presenters in Dufferin-Peel Catholic District School Board* and brought forward updates to the DPCDSB Board By-Law/Policy Review Committee on June 3. Updates to GAP0006 included renaming the GAP to *Third Party In-School Learning Opportunities for Students*, as well as clarifying the definition of an External Program Provider, Onsite Activity Providers, Indigenous Topics Guest Speaker, and Catholic Faith and Morals Guest Speaker. The various processes and expectations were also clarified and updated.

Feedback from the DPCDSB Board By-Law/Policy Review Committee suggested that further changes to the Policy and GAP documents be made. These additional changes include factors that are considered during the application review process, and the addition of further detail regarding the approvals/rejections process. Original versions of *P-0014 Third Party In-School Learning Opportunities for Students*, and *GAP0006 External Presenters in Dufferin-Peel Catholic District School Board* as well as revised versions are provided for review.

CONCLUSION

In addition to updates brought to the DPCDSB Board By-Law/Policy Review Committee on June 3, P-0014 and GAP0006 have been updated to reflect factors that are considered during the application review process, as well as the addition of further detail regarding the approvals/rejections process.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

- 1) THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT, *REVISED POLICY P-0014 THIRD PARTY IN-SCHOOL LEARNING OPPORTUNITIES FOR STUDENTS*, AS AMENDED.**

Prepared by: Jason Boily, Principal, Human Resources
Brad Kipfer, Researcher, Policy, Strategy, Research and Safe Schools
Laura Odo, Superintendent, Policy, Strategy, Research and Safe Schools

Submitted by: Marianne Mazzorato, Ed. D., Director of Education



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
POLICY NUMBER:	P-0014
SUBJECT:	Third Party In-School Learning Opportunities for Students
REFERENCE:	GAP0006 – Third Party In-School Learning Opportunities for Students External Presenters in Dufferin-Peel Catholic District School Board
EFFECTIVE DATE:	December 18, 2019
AMENDED DATE:	February 2024; June 18, 2024; August 27, 2024; <u>June 2025</u>

“If you know what you are talking about, you have something more valuable than gold jewels.”
Proverbs 21:15

1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations and activities provided by an outside organization, group, or individual may enhance ~~external presenters, external program providers, guest speakers on faith and morals, guest speakers on Indigenous topics, and community partners may enhance~~ the system’s vision, mission, and strategic commitments to amplify learning opportunities for students, staff, and other members of the school community.
2. These third party in-school learning opportunities may also support the implementation of provincial or local policies and legislation. Accordingly, DPCDSB is committed to working with external organizations, groups, and individuals to support activities, events, and opportunities which are of benefit to our students, staff, and school communities, subject to prior review and approval from DPCDSB. These external organizations, groups, and individuals are not employees, representatives, delegates, or consultants of DPCDSB.
3. **External Presenters** are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, and/or the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the student/staff or community learning experience.
 - a) Individuals, groups, or organizations wishing to present to DPCDSB students/staff or the community must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online External Presenter application (found on the [DPCDSB website](#)) to the External Presenters Review Committee, prior to presentation. The External Presenters Review Committee must review and approve all external presenters, prior to delivery of their presentations to the DPCDSB community.
 - b) The external presenters review process must be fair in standards and procedures. This review will consider the following factors:

- Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws.
 - Compliance with Ontario Ministry of Education Curriculum.
 - Support for the teachings of the Roman Catholic Church.
 - Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments.
 - Human, facility, and financial resources requested by the presenter; and
 - Anticipated outcomes.
- (i) ~~that external presentations adhere to the moral teachings of the Catholic Church;~~
-

- c) The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 3a/b.1.2.4 and is deemed to be an appropriate fit. Compliance with Section 3.1.2.4a/b does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24 (Approved External Presenters list).
- d) Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3)-year period.
- e) Following the three-year approval period applicants may reapply to be retained on the centrally approved list as defined in 3.1.2.13a/b.
- f) An individual, group or organization who has been rejected/removed from the Centrally Approved List must wait a minimum of twenty-four (24) months before submitting another External Presenter application for consideration by the Committee.
- g) When engaging approved external presenters, Principals should ensure that the speaker being engaged is on the approved external presenters list. They should also ensure:
- ——The topic is the approved topic included on the presenters list
 - The grade level the speaker is approved for is reviewed and followed
 - The speaker approved is the person giving the presentation
 - The presenter's approval has not expired
 - The topic being presented is age and grade level appropriate
 - The presenter will not be selling merchandise
-

- ~~(ii) — operational implications, if any;~~
- ~~(iii) — alignment with the Board's mission, vision, and strategic commitments.~~

4. **External Program Providers** ~~are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator.~~ are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator, and could include a variety of activities.
5. **On-Site Activity Providers** are organizations that facilitate and/or provide equipment for approved activities that will take place at the school. (OPHEA governed activities, Hospitality (Food Truck), etc.)
 - a) Individuals, groups, or organizations wishing to be on-site activity providers for DPCDSB must be referred and requested by a Principal (or other DPCDSB employee) and submit an online On-Site Activity Provider application (found on the DPCDSB website). The Risk Management Department must review and approve all on-site activity providers, prior to being engaged by the DPCDSB community.
6. **Guest Speakers on Catholic Faith and Morals:** are individuals invited by the school to share their expertise or knowledge related to Catholic faith and morals. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding Catholic faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.
 5. ~~The DPCDSB supports the use of guest speakers to enhance student well-being, and to deepen the understanding of the Catholic faith. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.~~
- 6.7. **Guest Speakers on Indigenous Topics:** The DPCDSB supports the use of guest speakers to enhance student knowledge and appreciation Indigenous topics. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.
- 7.8. **Community Collaborations:** Collaborations with community service providers are generally mandated by applicable laws or governed by inter-ministerial agreements as per [P-6004: Collaborative Partnerships](#).
- 8.9. DPCDSB schools shall provide specific information to parents and guardians whenever third party in-school learning opportunities occur at school-based events, at least 14 calendar days in advance of the date the learning opportunities to take place.



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
POLICY NUMBER:	P-0014
SUBJECT:	Third Party In-School Learning Opportunities for Students
REFERENCE:	GAP0006 – Third Party In-School Learning Opportunities for Students
EFFECTIVE DATE:	December 18, 2019
AMENDED DATE:	February 2024; June 18, 2024; August 27, 2024; June 2025

"If you know what you are talking about, you have something more valuable than gold jewels."
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1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations and activities provided by an outside organization, group, or individual may enhance the system's vision, mission, and strategic commitments to amplify learning opportunities for students, staff, and other members of the school community.
2. These third party in-school learning opportunities may also support the implementation of provincial or local policies and legislation. Accordingly, DPCDSB is committed to working with external organizations, groups, and individuals to support activities, events, and opportunities which are of benefit to our students, staff, and school communities, subject to prior review and approval from DPCDSB. These external organizations, groups, and individuals are not employees, representatives, delegates, or consultants of DPCDSB.
3. **External Presenters** are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, and/or the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the student/staff or community learning experience.
 - a) Individuals, groups, or organizations wishing to present to DPCDSB students/staff or the community must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online External Presenter application (found on the [DPCDSB website](#)) to the External Presenters Review Committee, prior to presentation. The External Presenters Review Committee must review and approve all external presenters, prior to delivery of their presentations to the DPCDSB community.
 - b) The external presenters review process must be fair in standards and procedures. This review will consider the following factors:

- Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws.
 - Compliance with Ontario Ministry of Education Curriculum.
 - Support for the teachings of the Roman Catholic Church.
 - Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments.
 - Human, facility, and financial resources requested by the presenter; and
 - Anticipated outcomes.
- c) The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 3a/b and is deemed to be an appropriate fit. Compliance with Section 3a/b does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need.
- d) Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3)-year period.
- e) Following the three-year approval period applicants may reapply to be retained on the centrally approved list as defined in 3a/b.
- f) An individual, group or organization who has been rejected/removed from the Centrally Approved List must wait a minimum of twenty-four (24) months before submitting another External Presenter application for consideration by the Committee.
- g) When engaging approved external presenters, Principals should ensure that the speaker being engaged is on the approved external presenters list. They should also ensure:
- The topic is the approved topic included on the presenters list
 - The grade level the speaker is approved for is reviewed and followed
 - The speaker approved is the person giving the presentation
 - The presenter's approval has not expired
 - The topic being presented is age and grade level appropriate
 - The presenter will not be selling merchandise
4. **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator.
5. **On-Site Activity Providers** are organizations that facilitate and/or provide equipment for approved activities that will take place at the school. (OPHEA governed activities, Hospitality (Food Truck), etc.)
- a) Individuals, groups, or organizations wishing to be on-site activity providers for DPCDSB must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online On-Site Activity Provider application (found on the [DPCDSB website](#)). The Risk Management Department must review and approve all on-site activity providers, prior to being engaged by

the DPCDSB community.

6. **Guest Speakers on Catholic Faith and Morals:** are individuals invited by the school to share their expertise or knowledge related to Catholic faith and morals. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding Catholic faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.
7. **Guest Speakers on Indigenous Topics:** The DPCDSB supports the use of guest speakers to enhance student knowledge and appreciation Indigenous topics. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.
8. **Community Collaborations:** Collaborations with community service providers are generally mandated by applicable laws or governed by inter- ministerial agreements as per [P-6004: Collaborative Partnerships](#).
9. DPCDSB schools shall provide specific information to parents and guardians whenever third party in-school learning opportunities occur at school-based events, at least 14 calendar days in advance of the date the learning opportunities to take place.



GAP

GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	500-0000 SCHOOL ORGANIZATION AND MANAGEMENT BOARD <u>GOVERNANCE</u>
GAP NUMBER:	GAP 525.00 0006
SUBJECT:	Third Party In-School Learning Opportunities for Students <u>External Presenters in Dufferin-Peel Catholic District School Board</u>
REFERENCE:	<u>Policy 1.77 – Guest Speaker Approval for Ministering on Faith and Morals</u> <u>Policy 7.128006 – Access to DPCDSB Properties</u> <u>Policy 35.000014 – Third Party In-School Learning Opportunities for Students</u> <u>External Presenters in Dufferin-Peel Catholic District School Board</u> <u>GAP6001</u> – Guidelines for Collaborative Relationships and Third-Party Health and Social Services Support <u>GAP1009</u> – Criminal Background Checks & Offence Declarations
EFFECTIVE DATE:	December 2019
REVISED/AMENDED AMENDED DATE:	February 2024; June <u>June 2025-TBD, 2024</u>

"If you know what you are talking about, you have something more valuable than gold jewels."

Proverbs 21:15

1 Introduction

1.1—The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations and activities provided by an outside organization, group, or individual may enhance the system's vision, mission, and strategic commitments. ~~These are the following processes in place with regards to~~ outline engaging with third party providers. Such presentations are subject to prior review and approval by the External Presenters Review Committee, as per Board policies and procedures (see Policy 35.00 – External Presenters in Dufferin-Peel Catholic District School Board).

1.1

2 Terms Defined: Definitions

2.1 ~~An External Presenter is someone~~ are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, parents and/or other members of the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the learning experience.

2.2 External Program Providers are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator.

2.3 External Program Providers are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator, and could include a variety of activities. ~~External Program Providers are not reviewed by the External Presenters Review Committee.~~ **On-Site Activity Providers** are organizations that facilitate and/or provide equipment for approved activities that will take place at the school. (OPHEA governed activities, Hospitality (Food Truck), etc.)

- -Note: If an On-Site Activity Provider is engaged to provide an enhancement to an activity that is a normal part of the school experience: (i.e. food, dance, art activities, performances etc.) the activity may not appear on the approved activities list.

External Activity Providers are not reviewed by the External Presenters Review Commi

2.4 ~~the~~ Indigenous Topics Guest Speaker are individuals invited by the school to share their expertise or knowledge ~~related to anything~~ related to Indigenous Studies/Culture/Practices. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.

2.5 Catholic Faith and Morals Guest Speaker are individuals invited by the school to share their expertise or knowledge related to Catholic faith and morals. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding Catholic faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.

2.2—Community Collaborators: are Health or Social Services organizations and their respective staff as defined in GAP6001 - Approved Community Collaborators List.

2.6

3—Process to Engage Third Party Providers

3

3.1 External Presenter Process

3.1.1 Individuals, groups, or organizations wishing to present to any DPCDSB students, staff or school community must adhere to the following procedures:

3.1.1.1 Subject to Sections 3.1.3 and 3.1.4, to ensure coordination, resource support, communication, and consistency within DPCDSB, all External Presenters must submit an online External Presenter Application (found on the DPCDSB website) to the External Presenters Review Committee (i.e., the Committee), prior to the presentation.

3.1.1.2 External Presenters wishing to distribute materials related to their presentation must declare their request to do so and submit a copy of the material with their application. Upon approval by the External Presenters Review Committee, External Presenters may distribute the approved materials related to their presentation free of charge to attendees of the presentation. External Presenters may not sell merchandise to any attendees of the DPCDSB presentation. If a principal wishes to grant an exemption to the foregoing, written approval is required by the Family of Schools Superintendent and the Chief Financial Officer or designate(s).

3.1.1.3 The DPCDSB works cooperatively with organizations and agencies as required by applicable₂

laws or inter-ministerial agreements. The nature of these relationships is documented within, for example, inter-ministerial agreements, legislation, or memorandum of understanding. Subject to the prior approval of the Director of Education or designate(s), such organizations and agencies may not be required to undergo the approval process for External Presenters in DPCDSB. (Please see Sections 2.6 and 3.6)

3.1.1.4 In exigent circumstances, an External Presenter Application may undergo an expedited review. These External Presenters may be included on the centrally approved list.

3.1.1.5 The Director of Education or designate(s) may grant an exemption to the requirement to submit an application to the committee for review and approval at their sole discretion. The Director may also exempt an external presenter from any applicable DPCDSB policies and GAP's including the requirements of this GAP. All such exemptions by the Director of Education must be documented.

3.1.2 External Presenters Review Committee

- 3.1.2.1 Members of the External Presenters Review Committee review applications for external presentations when referred to and requested by a Principal or other DPCDSB employees when wishing to engage or use an external presenter (i.e., one-time sessions delivered by external individuals, groups, or organizations outside of DPCDSB). Submissions will be reviewed by the External Presenters Review Committee as appropriate. Refer to the External Presenters webpage for more information.
- 3.1.2.2 The External Presenters Review Committee shall consist of representation from the following departments:
- Policy, Strategy, Research and Safe Schools
 - Well-Being and Mental Health Program and Learning Services
 - Communications and Community Relations
 - Clinical Services and Special Education
 - Equity and Indigenous Education
 - Religious Education and Faith Formation
 - Supply Chain Management
- 3.1.2.3 Additional staff with subject-matter expertise may be invited to sit as members of the External Presenters Review Committee when a particular proposal requires specialized review on behalf of the Committee. The Committee is to comply with applicable DPCDSB and Ministry of Education policies and procedures to promote an equitable, open, and transparent review process.
- 3.1.2.4 As appropriate, the External Presenters Review Committee works with other departments and administration when considering an offer to an external individual, group, or organization. The External Presenters Review Committee will consider system impacts that include the following:
- Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws.
 - Compliance with Ontario Ministry of Education Curriculum.
 - Support for the teachings of the Roman Catholic Church.
 - Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments.
 - Human, facility, and financial resources requested by the presenter; and
 - Anticipated outcomes.
- 3.1.2.5 The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 3.1.2.4 and ~~are~~is deemed to be an appropriate fit. Compliance with Section 3.1.2.4 does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24 (Approved External Presenters list).

3.1.2.6 Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3)-year period.

3.1.2.7 Following the three-year approval period applicants may reapply to be retained on the centrally approved list as defined in 3.1.2.1

3.1.2.8 An individual, group or organization who has been rejected/removed from the Centrally Approved List must wait a minimum of twenty-four (24) months before submitting another External Presenter application for consideration by the Committee.

3.1.3 When engaging approved external presenters, Principals should ensure that the speaker being engaged is on the ~~Approved External Presenters list~~ approved external presenters list. They should also ensure:

- The topic is the approved topic included on the presenters list
- The grade level the speaker is approved for is reviewed and followed
- The speaker approved is the person giving the presentation
- The presenter's approval has NOT expired
- The topic being presented is ~~not of a sensitive nature~~ age and grade level appropriate
- The presenter will not be selling merchandise

3.1.4 External Presenter Agreements

3.1.4.1 External Presenters must complete and submit a DPCDSB Speaker Engagement Agreement prior to presenting at a DPCDSB site.

3.1.4.2 As part of the DPCDSB Speaker Engagement Agreement, external presenters must provide proof of valid general (volunteer speaker) or professional (regulated professional including fee or no fee) liability insurance.

3.1.4.3 As per GAP1009, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

3.1.4.4 A DPCDSB Speaker Engagement Agreement must be completed each and every time a speaker is engaged (even if it is the same speaker). Please note that no changes to the agreement will be considered unless a compelling reason is delivered by the External Presenters Review Committee to Legal Services. DPCDSB will only accept the DPCDSB Speaker Engagement Agreement; vendor's agreements will not be entertained.

3.1.4.5 *Schedule A*, which is part of the speaker agreement, includes all supplementary materials provided by the speaker to the principal for review including presentation, speaker notes, etc.

3.1.4.6 The principal should review all materials provided in *Schedule A* and request any necessary adjustments from the presenter.

3.1.5 Pre and post activities should be facilitated by staff.

3.1.6 At least one school administrator must be present for the duration of the presentation – to take appropriate action, if necessary, in the event the presenter deviates from the agreed upon topic.

3.1.7 *Monitoring and review*

3.1.7.1 To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: Survey Access.

3.1.7.2 Based on the completed evaluations, the External Presenters Review Committee may either confirm or reject the individual, group, or organization on the Centrally Approved List.

3.1.7.3 Where the external presentation fails to comply with agreed upon obligations and expectations, authorization to present may be withdrawn in other schools or other DPCDSB facilities.

3.2 External ~~P~~program ~~P~~provider ~~process~~Process

3.2.1 If a school Principal is interested in engaging an external program provider, the principal must contact and consult with their Family of Schools Superintendent. Depending on the nature of the program being provided, principals may request that the external program provider apply to be on the on-site activity provider list (Section 3.3).

3.2.2 The External Program Provider approval through the FOSSO for an External Program provider would include consultation with:

- Program Department – consultation on curriculum/training being delivered
- Legal Department – contracts/agreements
- Health and Safety – risk management, insurance requirements
- Supply Chain – depending on costs or if there is a tendered provider
- Clinical Services – collaborative partners as defined in GAP6001

External program provider process:

If a school Principal is interested in engaging an external program provider, the Principal

~~must contact and consult with their Family of Schools Superintendent. Further steps include possible consultation with:~~

~~Program Department—consultation on curriculum/training being delivered~~

~~Legal Department—contracts/agreements~~

~~Health and Safety—risk management, OPHEA~~

~~Supply Chain—depending on costs or if there is a tendered provider~~

~~Clinical Services—collaborative partners as defined in GAP 118~~

3.2.3 As per GAP318-001009, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

~~3.1.13.2.4~~ Insurance must be provided (Minimum of two million CGL).

~~3.1.13.2.4.1~~ In the event the provider is not charging a fee the insurance may be waived with Supervisory Officer approval.

~~3.1.23.2.5~~ **Invited Representatives:** Individuals from Institutions, Community Organizations, Cultural Groups that come to schools to provide information to students and parents in a large group setting on a topic beneficial to members of the school community. (Expo's, Fairs etc.) See GAP318-001009

~~3.1.23.2.5.1~~ To be considered an invited representative, individuals must be approved by the Principal, provide a copy of the information provided to students at the Fair/Expo, and their booth/station must be in a large space with supervision by at least one DPCDSB employee at all times.

~~3.1.23.2.5.2~~ External Program providers that are engaged in the school as invited representatives (3.2.5) are not required to provide a CBC/VSS if the conditions outlined in section 3.2.5.1 are followed.

3.3 ~~EXTERNAL On-Site Activity Provider Process:~~

3.3.1 If a school Principal is interested in engaging an on-site activity provider, the principal must complete the following steps:

3.3.1.1 **Step 1:** Prior to beginning the approval process, please refer to the DPCDSB Board Approved Activities List to determine approval status of activity. To request an activity be added to the approved list, see 3.3.4 below.

3.3.1.2 **Step 2:** After confirming activity is pre-approved, please refer to the approved On-Site Activity Provider List to determine if the chosen provider has been pre-approved by DPCDSB for use. If the activity provider is not on the approved list, refer to 3.3.2 prior to proceeding to Step 3.

3.3.1.3 **Step 3:** If the On-Site Activity Provider is pre-approved, proceed with the processes outlined below:

- Arrangements with the Pre-Approved On-Site Activity Provider can be made following any specific requirements/notations on the Approved On-Site Activity Providers list.

- On Site Activities that will be completed within the school day, or an extended school day require an appropriate element of risk approval form on file.
- Activities that are not on the DPCDSB board approved activity list can be considered by the principal making a request to the Risk Management and Insurance Officer. If approved following consideration the activity will be added to the list.

3.3.2 If a Principal wishes to engage an On-Site Activity Provider that is not on the On-Site Activity Provider List, the Principal must arrange for the proposed On-Site Activity Provider to complete the DPCDSB On-Site Activity Provider Application for consideration by Risk Management. The link is available on DPCDSB's public website and should be forwarded to the Activity Provider for completion.

3.3.3 On-Site Activity Providers that require the use of their waiver of liability form cannot be approved by the Risk Management Department and cannot be added to the On-Site Activity Provider List.

3.3.4 Where the Principal still wishes to arrange for the use of the On-Site Activity Provider or approve an activity not on the Board Approved activities list, the Family of Schools Superintendent shall determine, in consultation with the Associate Director – Instructional Services, if the educational value of the activity is worth the risk DPCDSB will assume. The Associate Director – Instructional Services or designate may grant an exemption at their sole discretion. Such an exemption by the Associate Director – Instructional Services or designate must be documented.

3.3.5 As per GAP1009, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

4_____

~~4.1 If a school Principal is interested in engaging an external activity provider, the Principal~~

~~4.2 must contact and consult with their Family of Schools Superintendent. Further steps include possible consultation with:~~

- ~~(i) Program Department – consultation on curriculum/training being delivered~~
- ~~(ii) Legal Department – contracts/agreements~~
- ~~(iii) Health and Safety – risk management, OPHEA~~
- ~~(iv) Supply Chain – depending on costs or if there is a tendered provider~~
- ~~(v) Clinical Services – collaborative partners as defined in GAP 118~~

~~4.3 As per GAP 318.00, a Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.~~

~~5 EXCEPTIONS TO THE EXTERNAL PRESENTER PROCESS:~~

~~5.1 Indigenous Topics: Proposals for external presentations related to Indigenous topics follows a separate process and are reviewed by the Indigenous Education Advisory Council (IEAC), through the Policy, Strategy, and Global Learning Department (require a Criminal Background Check (CBC) with Vulnerable Sector Screening (VSS) on file with the Equity Department).~~

~~5.2 Topics related to Faith and Morals: For External presenters interested in ministering to DPCDSB students, staff, and/or the school community, regarding faith and morals, they must also comply with to Policy 1.77: *Guest Speaker Approval for Ministering on Faith and Morals* and contact the Program Department (require a CBC with VSS on file with the Archdiocese)~~

~~5.3 Community Collaborators: Third party services mandated by applicable laws or governed by inter-ministerial agreements as listed in GAP 118 would not require application through the External Presenter Committee. Schools should consult with their Family of Schools Superintendent when planning a presentation with one of the groups listed in GAP 118 Section A. All other presenters require a CBC/VSS as per GAP 318. (See Section 5.1 (iii)).~~

~~REQUIREMENTS~~

~~5.4 Individuals, groups, or organizations wishing to present to any DPCDSB students, staff or school community must adhere to the following procedures:~~

- ~~(i) Subject to Sections 6.1(ii) and 6.1(iii), to ensure coordination, resource support, communication, and consistency within DPCDSB, all External Presenters must submit an online External Presenter Application (found on the DPCDSB website) to the External Presenters Review Committee (i.e., the Committee), prior to the presentation.~~

- ~~(ii) In addition, External Presenters wishing to distribute materials related to their presentation must declare their request to do so and submit a copy of the material with their application. Upon approval by the External Presenters Review Committee, External Presenters may distribute the approved materials related to their presentation free of charge to attendees of the presentation. External Presenters may not sell merchandise to any attendees of the DPCDSB presentation. If a principal wishes to grant an exemption to the foregoing, written approval is required by the Family of Schools Superintendent and the Chief Financial Officer or designate(s).~~
-
-

(iii) ~~The DPCDSB works cooperatively with organizations and agencies as required by~~

~~(iv) applicable laws or inter-ministerial agreement. The nature of these relationships is~~
~~(v) documented within, for example, inter-ministerial agreements, legislation, or memoranda of understanding. Subject to the prior approval of the Director of Education or designate(s), such organizations and agencies may not be required to undergo the approval process for External Presenters in DPCDSB.~~

~~(vi) At the discretion of the External Presenters Review Committee, an External Presenter may not be required to submit an External Presenter Application or may undergo an expedited review based on their extensive record of delivering presentations to the DPCDSB community. These External Presenters may be included on the Centrally Approved List (see Section 8 of this document.)~~

~~(vii) An External Presenter who is exempted pursuant to this Section 5(iv) must still comply with all applicable DPCDSB policies and GAPs, including the requirements of this GAP.~~

~~(viii) The Director of Education or designate(s) may grant an exemption under Section 5(iv) above at their sole discretion. Such an exemption by the Director of Education must be documented.~~

~~6 External presenters review committee PROCESS~~

~~6.1 Members of the External Presenters Review Committee review applications for external presentations when referred and requested by a Principal or other DPCDSB employees when wishing to engage or use an external presenter (i.e., one-time sessions delivered by external individuals, groups, or organizations outside of DPCDSB). Submissions will be reviewed by the External Presenters Review Committee as appropriate. Refer to the External Presenters webpage for more information.~~

~~6.2 The External Presenters Review Committee shall consist of representation from the following departments:~~

- ~~(i) Policy, Strategy, Research and Global Learning Experiential Learning~~
- ~~(ii) Well-Being and Mental Health Program and Learning Services~~
- ~~(iii) Communications and Community Relations Clinical Services and Special Education Equity and Indigenous Education~~
- ~~(iv) Religious Education and Faith Formation Supply Chain Management~~

~~6.3 Additional staff with subject-matter expertise may be invited to sit as members of the External Presenters Review Committee when a particular proposal requires specialized review on behalf of the Committee. The Committee is to comply with applicable DPCDSB and Ministry of Education policies and procedures to promote an equitable, open, and transparent review process.~~

~~6.4 As appropriate, the External Presenters Review Committee works with other departments and administration when considering an offer to an external individual, group, or organization. Proposals will be reviewed based on an assessment checklist (see Appendix 1—Protocol for External Presenters~~

to the Board). When reviewing proposals, the External Presenters Review Committee will consider system impacts that include the following:

- ~~(i) Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws;~~
- ~~(ii) Support for the teachings of the Roman Catholic Church;~~
- ~~(iii) Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments;~~
- ~~(iv) Human, facility, and financial resources requested by the presenter; and~~
- ~~(v) Anticipated outcomes.~~

~~6.5 The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 7.4 and is deemed to be an appropriate fit. Compliance with Section 7.4 does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24-[\(Approved External Presenters list\)](#).~~

~~6.6 Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3)-year period.~~

~~6.7 External Presenters must complete and submit a [DPCDSB Speaker Engagement Agreement](#) prior to presenting at a DPCDSB site. As part of the DPCDSB Speaker Engagement Agreement, external presenters must provide proof of valid general (volunteer speaker) or professional (regulated professional including fee or no fee) liability insurance, as well as a CBC with VSS. The CBC must be dated within the past 6 months (unless issued through the Ontario Provincial Police) and must be provided to a school Principal prior to a presentation. A DPCDSB Speaker Engagement Agreement must be completed each and every time a speaker is engaged (even if it is the same speaker). Please note that no changes to the agreement will be considered unless a compelling reason is delivered by the External Presenters Review Committee to Legal Services. DPCDSB will only accept the DPCDSB Speaker Engagement Agreement; vendor's agreements will not be entertained.~~

3.4 Guest Speakers on Indigenous Topics Process

3.4.1 External presentations related to Indigenous topics are reviewed by the Indigenous Education Advisory Council (IEAC), through the Policy, Strategy, and Global Learning Department.

3.4.2 All presenters wishing to present on indigenous topics must apply using the appropriate application form. [Application](#)

3.4.3 Schools wishing to engage a guest speaker on an indigenous topic should access the Equity Department SharePoint – [Click Here](#)

3.4.4 Required Criminal Background Check (CBC) with Vulnerable Sector Screening (VSS) of approved indigenous speakers are kept on file with the Equity Department. See [GAP1009](#).

3.5 Guest Speakers on Catholic Faith and Morals Process

- 3.5.1 Schools interested in engaging speakers on the topic of Catholic Faith and Morals must contact the Program Department.
- 3.5.2 When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding faith and morals, approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.
- 3.5.3 Approved speakers on Catholic Faith and Morals require a CBC with VSS on file with the Archdiocese of Toronto or as per GAP1009, provide a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months.

3.6 Community Collaborator Process

- 3.6.1 Schools should consult with their Family of Schools Superintendent when planning a presentation with one of the groups listed in GAP6001 Section A/B. Approved Community Collaborators List.
- 3.6.2 Approved community collaborators from section A/B of GAP6001 require a CBC with VSS on file with their respective agency or as per GAP1009, provide a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months.

4 COMMUNICATION TO PARENTS AND GUARDIANS

- 4.1 When a school engages third party in-school learning opportunity providers (See Section 2 for definitions) they will provide specific information to parents and guardians, at least 14 calendar days in advance of the date the presentations are to take place.
- 4.2 This requirement applies to a school event that takes place during the school day:
- involving a third-party speaker or group.
 - organized by a school, a department, a teacher or other staff member, school council, or a student group.
 - that involves all students in a school, or students in multiple classes.
- 4.3 Parents and guardians shall be adequately informed of the content of these learning opportunities in a timely manner, in advance of the planned event through existing DPCDSB parent and guardian communication tools. Required communication regarding third party learning opportunities can be included in newsletters but a separate parent notification letter for each presenter should be sent home as well. The message must include:
- Date and time of the activity.
 - Name(s) of the guest speaker(s) and the organization they represent, if any.
 - Title and location of the activity, together with the names of the presenters or performers.
 - Topic or focus of the activity.
 - Connections to the curriculum and/or the purpose of the activity.
 - Details of any handout materials or literature that will be provided.

4.4 If, at any time, there is a change to a planned event or should arrangements at the school level that does not allow for 14 calendar days' advance notice (i.e., change in speakers, limited planning time), the school will be required to provide this information to parents and guardians as soon as final arrangements are confirmed.

4.5 DPCDSB and its schools may exclude certain information (such as date and time of activity) where posting this information would pose a safety risk to students and/or staff. Principals must consult their FOS Supervisory Officer in such instances.

5 IMPORTANT SCHOOL CONSIDERATIONS REGARDING EXTERNAL PRESENTATIONS AND EVENTS **PARTY LEARNING OPPORTUNITIES**

5.1 ~~When an External Presenter or an External Program Provider, or other approved guest speaker~~ third party in-school learning opportunity providers (See Section 2) is/are engaged ~~and are~~ in a school setting, they must be accompanied by a DPCDSB staff member. A DPCDSB staff member must always be present for the duration of the presentation or program delivered by ~~the External Presenter or External Program Provider or other guest speaker.~~ all third party providers.

~~6-85.1.1.1~~ Note: As per section 3.1.6 – A school administrator MUST be present for all External Presenters (2.1)

~~6-95.2~~ Either the External Presenters Review Committee and/or the school Principal and/or a Superintendent ~~has~~have the right to request modification of any ~~presentation~~ third party learning opportunity and would retain independent jurisdiction regarding acceptance or rejection of proposals for any event(s).

~~6-10~~ Where, during the ~~presentation~~ third party learning opportunity, a concern arises related to the appropriateness or acceptability of the ~~presentation~~ learning opportunity, the Administrator or teacher(s) shall stop the presentation immediately. The Administrator shall communicate with the appropriate Family of Schools Superintendent, who, in turn, will advise the appropriate Instructional Superintendent, Associate Director, and the Director's Office. The Superintendent(s) will communicate with the appropriate Trustee concerning the issue ~~and~~

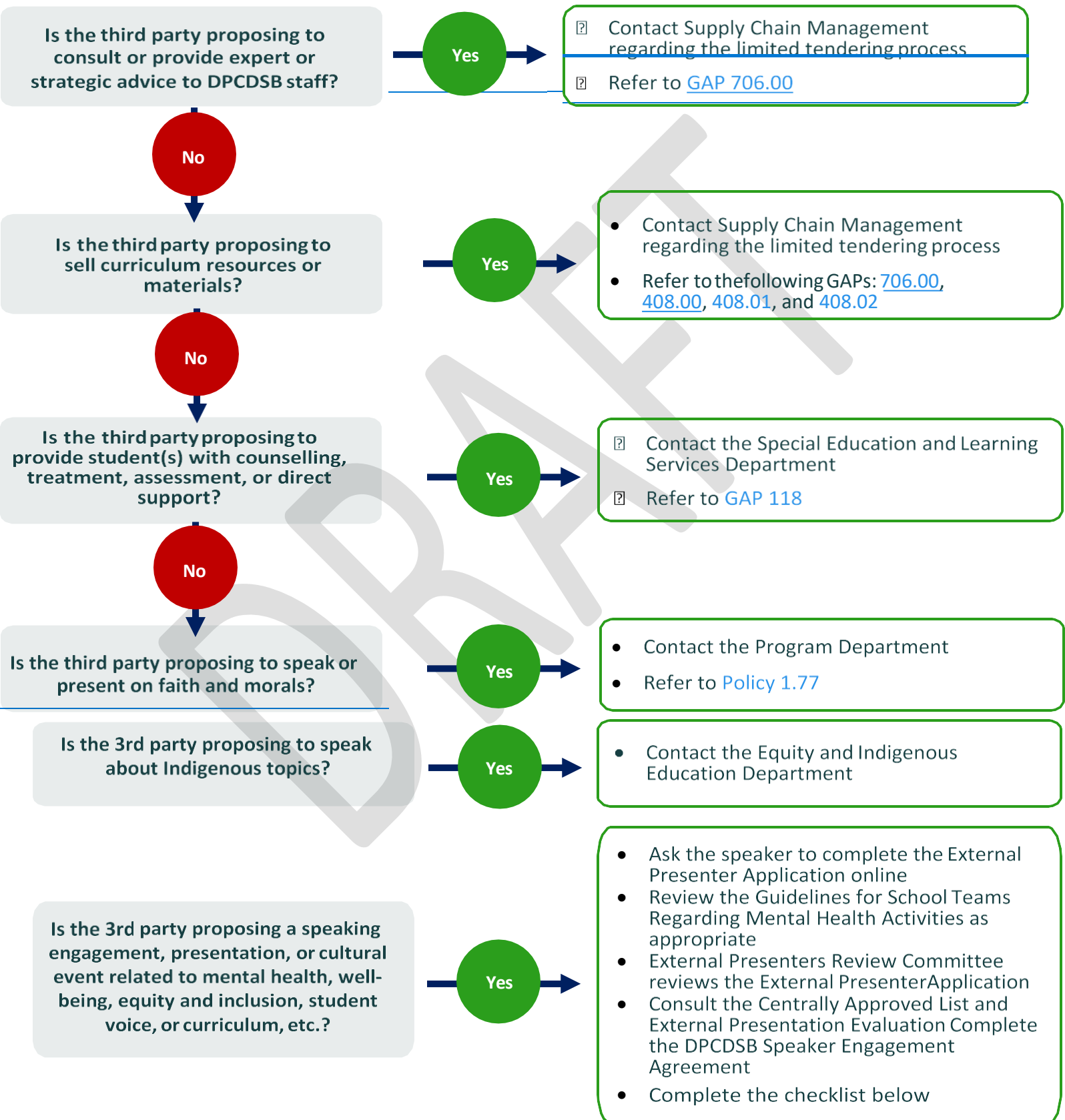
~~6.115.3 undertake steps to address the concern, if necessary and undertake steps to address the concern, if necessary.~~

~~MONITORING AND REVIEW~~

- ~~6.12 To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: [Survey Access](#).~~
- ~~6.13 Based on the completed evaluations, the External Presenters Review Committee may either confirm or reject the individual, group, or organization on the Centrally Approved List.~~
- ~~6.14 Where the external presentation fails to comply with agreed upon obligations and expectations, authorization to present may be withdrawn in other schools or other DPCDSB facilities.~~

Appendix 1

Protocol for External Presenters in DPCDSB



	Yes	No
Please check the following criteria to ensure that the third-party speaking engagement or presentation meets all of the requirements:		
purposeful within a Catholic context and aligned with the CBILC?	<input type="checkbox"/>	<input type="checkbox"/>
positive and hope-filled?	<input type="checkbox"/>	<input type="checkbox"/>
respectful of student voice and diversity, and inclusive of equity-seeking groups?	<input type="checkbox"/>	<input type="checkbox"/>
evidence-based or evidence-informed?	<input type="checkbox"/>	<input type="checkbox"/>
recommended by DPCDSB staff who have personally seen the presentation?	<input type="checkbox"/>	<input type="checkbox"/>
offered by speakers with appropriate credentials and training for the topic?	<input type="checkbox"/>	<input type="checkbox"/>
connected to support by trained school board personnel?	<input type="checkbox"/>	<input type="checkbox"/>
an existing signed legal agreement using the _____, on file?	<input type="checkbox"/>	<input type="checkbox"/>
safe for students, parents, and staff who may be triggered by sensitive subjects?	<input type="checkbox"/>	<input type="checkbox"/>
free of conflict of interest as defined by Policy 1.01?	<input type="checkbox"/>	<input type="checkbox"/>
scheduled at a time that minimizes risks for vulnerable students?	<input type="checkbox"/>	<input type="checkbox"/>
complies with the Catholic Code of Conduct?	<input type="checkbox"/>	<input type="checkbox"/>
does the External Presenters Application include all necessary fields, including information about insurance and GST number?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
Please include any additional comments below	<input type="checkbox"/>	<input type="checkbox"/>



GAP

GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	0000 BOARD GOVERNANCE
GAP NUMBER:	GAP0006
SUBJECT:	Third Party In-School Learning Opportunities for Students
REFERENCE:	Policy 8006 – Access to DPCDSB Properties Policy 0014 – Third Party In-School Learning Opportunities for Students GAP6001 – Guidelines for Collaborative Relationships and Third-Party Health and Social Services Support GAP1009 – Criminal Background Checks & Offence Declarations
EFFECTIVE DATE:	December 2019
AMENDED DATE:	February 2024; June 2025

“If you know what you are talking about, you have something more valuable than gold jewels.”

Proverbs 21:15

1 Introduction

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations and activities provided by an outside organization, group, or individual may enhance the system’s vision, mission, and strategic commitments. The following processes outline engaging with third party providers.

2 Definitions

- 2.1 **External Presenters** are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, parents and/or other members of the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the learning experience.
- 2.2 **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator.
- 2.3 **On-Site Activity Providers** are organizations that facilitate and/or provide equipment for approved activities that will take place at the school. (OPHEA governed activities, Hospitality (Food Truck), etc.)
- Note: If an On-Site Activity Provider is engaged to provide an enhancement to an activity that is a normal part of the school experience: (i.e. food, dance, art activities, performances etc.) the activity may not appear on the approved activities list.

- 2.4 **Indigenous Topics Guest Speaker** are individuals invited by the school to share their expertise or knowledge related to Indigenous Studies/Culture/Practices. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.
- 2.5 **Catholic Faith and Morals Guest Speaker** are individuals invited by the school to share their expertise or knowledge related to Catholic faith and morals. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding Catholic faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.
- 2.6 **Community Collaborators:** are Health or Social Services organizations and their respective staff as defined in [GAP6001 - Approved Community Collaborators List](#).

3 **Process to Engage Third Party Providers**

3.1 **External Presenter Process**

- 3.1.1 Individuals, groups, or organizations wishing to present to any DPCDSB students, staff or school community must adhere to the following procedures:
- 3.1.1.1 Subject to Sections 3.1.3 and 3.1.4, to ensure coordination, resource support, communication, and consistency within DPCDSB, all External Presenters must submit an online External Presenter Application (found on the DPCDSB website) to the External Presenters Review Committee (i.e., the Committee), prior to the presentation.
- 3.1.1.2 External Presenters wishing to distribute materials related to their presentation must declare their request to do so and submit a copy of the material with their application. Upon approval by the External Presenters Review Committee, External Presenters may distribute the approved materials related to their presentation free of charge to attendees of the presentation. External Presenters may not sell merchandise to any attendees of the DPCDSB presentation. If a principal wishes to grant an exemption to the foregoing, written approval is required by the Family of Schools Superintendent and the Chief Financial Officer or designate(s).
- 3.1.1.3 The DPCDSB works cooperatively with organizations and agencies as required by applicable laws or inter-ministerial agreements. The nature of these relationships is documented within, for example, inter-ministerial agreements, legislation, or memorandum of understanding. Subject to the prior approval of the Director of Education or designate(s), such organizations and agencies may not be required to undergo the approval process for External Presenters in DPCDSB. (Please see Sections 2.6 and 3.6)

- 3.1.1.4 In exigent circumstances, an External Presenter Application may undergo an expedited review. These External Presenters may be included on the centrally approved list.
- 3.1.1.5 The Director of Education or designate(s) may grant an exemption to the requirement to submit an application to the committee for review and approval at their sole discretion. The Director may also exempt an external presenter from any applicable DPCDSB policies and GAPs including the requirements of this GAP. All such exemptions by the Director of Education must be documented.

3.1.2 *External Presenters Review Committee*

- 3.1.2.1 Members of the External Presenters Review Committee review applications for external presentations when referred to and requested by a Principal or other DPCDSB employees when wishing to engage or use an external presenter (i.e., one-time sessions delivered by external individuals, groups, or organizations outside of DPCDSB). Submissions will be reviewed by the External Presenters Review Committee as appropriate. Refer to the [External Presenters webpage](#) for more information.
- 3.1.2.2 The External Presenters Review Committee shall consist of representation from the following departments:
- Policy, Strategy, Research and Safe Schools
 - Well-Being and Mental Health Program and Learning Services
 - Communications and Community Relations
 - Clinical Services and Special Education
 - Equity and Indigenous Education
 - Religious Education and Faith Formation
 - Supply Chain Management
- 3.1.2.3 Additional staff with subject-matter expertise may be invited to sit as members of the External Presenters Review Committee when a particular proposal requires specialized review on behalf of the Committee. The Committee is to comply with applicable DPCDSB and Ministry of Education policies and procedures to promote an equitable, open, and transparent review process.
- 3.1.2.4 As appropriate, the External Presenters Review Committee works with other departments and administration when considering an offer to an external individual, group, or organization. The External Presenters Review Committee will consider system impacts that include the following:
- Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws.
 - Compliance with Ontario Ministry of Education Curriculum.
 - Support for the teachings of the Roman Catholic Church.
 - Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments.
 - Human, facility, and financial resources requested by the presenter; and
 - Anticipated outcomes.

- 3.1.2.5 The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 3.1.2.4 and is deemed to be an appropriate fit. Compliance with Section 3.1.2.4 does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24 ([Approved External Presenters list](#)).
- 3.1.2.6 Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3)-year period.
- 3.1.2.7 Following the three-year approval period applicants may reapply to be retained on the centrally approved list as defined in 3.1.2.1
- 3.1.2.8 An individual, group or organization who has been rejected/removed from the Centrally Approved List must wait a minimum of twenty-four (24) months before submitting another External Presenter application for consideration by the Committee.
- 3.1.3 When engaging approved external presenters, Principals should ensure that the speaker being engaged is on the [Approved External Presenters list](#). They should also ensure:
- The topic is the approved topic included on the presenters list
 - The grade level the speaker is approved for is reviewed and followed
 - The speaker approved is the person giving the presentation
 - The presenter's approval has NOT expired
 - The topic being presented is age and grade level appropriate
 - The presenter will not be selling merchandise
- 3.1.4 *External Presenter Agreements*
- 3.1.4.1 External Presenters must complete and submit a [DPCDSB Speaker Engagement Agreement](#) prior to presenting at a DPCDSB site.
- 3.1.4.2 As part of the DPCDSB Speaker Engagement Agreement, external presenters must provide proof of valid general (volunteer speaker) or professional (regulated professional including fee or no fee) liability insurance.
- 3.1.4.3 As per [GAP1009](#), a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.
- 3.1.4.4 A DPCDSB Speaker Engagement Agreement must be completed each and every time a speaker is engaged (even if it is the same speaker). Please note that no changes to the agreement will be considered unless a compelling reason is delivered by the External Presenters Review Committee to Legal Services. DPCDSB will only accept the DPCDSB Speaker Engagement Agreement; vendor's agreements will not be entertained.
- 3.1.4.5 *Schedule A*, which is part of the speaker agreement, includes all supplementary materials

provided by the speaker to the principal for review including presentation, speaker notes, etc.

- 3.1.4.6 The principal should review all materials provided in *Schedule A* and request any necessary adjustments from the presenter.

3.1.5 Pre and post activities should be facilitated by staff.

3.1.6 At least one school administrator must be present for the duration of the presentation – to take appropriate action, if necessary, in the event the presenter deviates from the agreed upon topic.

3.1.7 *Monitoring and review*

3.1.7.1 To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: [Survey Access](#).

3.1.7.2 Based on the completed evaluations, the External Presenters Review Committee may either confirm or reject the individual, group, or organization on the Centrally Approved List.

3.1.7.3 Where the external presentation fails to comply with agreed upon obligations and expectations, authorization to present may be withdrawn in other schools or other DPCDSB facilities.

3.2 **External Program Provider Process**

3.2.1 If a school Principal is interested in engaging an external program provider, the principal must contact and consult with their Family of Schools Superintendent. Depending on the nature of the program being provided, principals may request that the external program provider apply to be on the on-site activity provider list (Section 3.3).

3.2.2 The External Program Provider approval through the FOSSO for an External Program provider would include consultation with:

- Program Department – consultation on curriculum/training being delivered
- Legal Department – contracts/agreements
- Health and Safety – risk management, insurance requirements
- Supply Chain – depending on costs or if there is a tendered provider
- Clinical Services – collaborative partners as defined in [GAP6001](#)

3.2.3 As per [GAP1009](#), a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

3.2.4 Insurance must be provided (Minimum of two million CGL).

3.2.4.1 In the event the provider is not charging a fee the insurance may be waived with Supervisory Officer approval.

3.2.5 **Invited Representatives:** Individuals from Institutions, Community Organizations, Cultural Groups that come to schools to provide information to students and parents in a large group setting on a topic beneficial to members of the school community. (Expo's, Fairs etc.) See [GAP1009](#)

3.2.5.1 To be considered an invited representative, individuals must be approved by the Principal, provide a copy of the information provided to students at the Fair/Expo, and their booth/station must be in a large space with supervision by at least one DPCDSB employee at all times.

3.2.5.2 External Program providers that are engaged in the school as invited representatives (3.2.5) are not required to provide a CBC/VSS if the conditions outlined in section 3.2.5.1 are followed.

3.3 On-Site Activity Provider Process

3.3.1 If a school Principal is interested in engaging an on-site activity provider, the principal must complete the following steps:

3.3.1.1 **Step 1:** Prior to beginning the approval process, please refer to the [DPCDSB Board Approved Activities List](#) to determine approval status of activity. To request an activity be added to the approved list, see 3.3.4 below.

3.3.1.2 **Step 2:** After confirming activity is pre-approved, please refer to the approved [On-Site Activity Provider List](#) to determine if the chosen provider has been pre-approved by DPCDSB for use. If the activity provider is not on the approved list, refer to 3.3.2 prior to proceeding to Step 3.

3.3.1.3 **Step 3:** If the On-Site Activity Provider is pre-approved, proceed with the processes outlined below:

- Arrangements with the Pre-Approved On-Site Activity Provider can be made following any specific requirements/notations on the Approved On-Site Activity Providers list.
- On Site Activities that will be completed within the school day, or an extended school day require an appropriate element of risk approval form on file.
- Activities that are not on the DPCDSB board approved activity list can be considered by the principal making a request to the Risk Management and Insurance Officer. If approved following consideration the activity will be added to the list.

3.3.2 If a Principal wishes to engage an On-Site Activity Provider that is not on the On-Site Activity Provider List, the Principal must arrange for the proposed On-Site Activity Provider to complete the [DPCDSB On-Site Activity Provider Application](#) for consideration by Risk Management. The link is available on DPCDSB's public website and should be forwarded to the Activity Provider for completion.

- 3.3.3 On-Site Activity Providers that require the use of their waiver of liability form cannot be approved by the Risk Management Department and cannot be added to the On-Site Activity Provider List.
- 3.3.4 Where the Principal still wishes to arrange for the use of the On-Site Activity Provider or approve an activity not on the Board Approved activities list, the Family of Schools Superintendent shall determine, in consultation with the Associate Director – Instructional Services, if the educational value of the activity is worth the risk DPCDSB will assume. The Associate Director – Instructional Services or designate may grant an exemption at their sole discretion. Such an exemption by the Associate Director – Instructional Services or designate must be documented.
- 3.3.5 As per [GAP1009](#), a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.
- 3.4 Guest Speakers on Indigenous Topics Process**
- 3.4.1 External presentations related to Indigenous topics are reviewed by the Indigenous Education Advisory Council (IEAC), through the Policy, Strategy, and Global Learning Department.
- 3.5 All presenters wishing to present on Indigenous topics must apply using the appropriate application form. [Application](#)
- 3.6 Schools wishing to engage a guest speaker on an Indigenous topic should access the Equity Department SharePoint – [Click Here](#)
- 3.7 Required Criminal Background Check (CBC) with Vulnerable Sector Screening (VSS) of approved Indigenous speakers are kept on file with the Equity Department. See [GAP1009](#).
- 3.8 Guest Speakers on Catholic Faith and Morals Process**
- 3.8.1 Schools interested in engaging speakers on the topic of Catholic Faith and Morals must contact the Program Department.
- 3.8.2 When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding faith and morals, approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.
- 3.8.3 Approved speakers on Catholic Faith and Morals require a CBC with VSS on file with the Archdiocese of Toronto or as per [GAP1009](#), provide a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months.
- 3.9 Community Collaborator Process**
- 3.9.1 Schools should consult with their Family of Schools Superintendent when planning a presentation with one of the groups listed in [GAP6001](#) Section A/B. [Approved Community Collaborators List](#).

- 3.9.2 Approved community collaborators from section A/B of [GAP6001](#) require a CBC with VSS on file with their respective agency or as per [GAP1009](#), provide a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months.

4 COMMUNICATION TO PARENTS AND GUARDIANS

- 4.1 When a school engages third party in-school learning opportunity providers (See Section 2 for definitions) they will provide specific information to parents and guardians, at least 14 calendar days in advance of the date the presentations are to take place.
- 4.2 This requirement applies to a school event that takes place during the school day:
- involving a third-party speaker or group.
 - organized by a school, a department, a teacher or other staff member, school council, or a student group.
 - that involves all students in a school, or students in multiple classes.
- 4.3 Parents and guardians shall be adequately informed of the content of these learning opportunities in a timely manner, in advance of the planned event through existing DPCDSB parent and guardian communication tools. Required communication regarding third party learning opportunities can be included in newsletters but a separate parent notification letter for each presenter should be sent home as well. The message must include:
- Date and time of the activity.
 - Name(s) of the guest speaker(s) and the organization they represent, if any.
 - Title and location of the activity, together with the names of the presenters or performers.
 - Topic or focus of the activity.
 - Connections to the curriculum and/or the purpose of the activity.
 - Details of any handout materials or literature that will be provided.
- 4.4 If, at any time, there is a change to a planned event or should arrangements at the school level that does not allow for 14 calendar days' advance notice (i.e., change in speakers, limited planning time), the school will be required to provide this information to parents and guardians as soon as final arrangements are confirmed.
- 4.5 DPCDSB and its schools may exclude certain information (such as date and time of activity) where posting this information would pose a safety risk to students and/or staff. Principals must consult their FOS Supervisory Officer in such instances.

5 IMPORTANT CONSIDERATIONS REGARDING THIRD PARTY LEARNING OPPORTUNITIES

- 5.1 When third party in-school learning opportunity providers (See Section 2) are engaged in a school setting, they must be accompanied by a DPCDSB staff member. A DPCDSB staff member must always be present for the duration of the presentation or program delivered by all third party providers.
- 5.1.1 Note: As per section 3.1.6 – A school administrator MUST be present for all External Presenters (2.1)

- 5.2 Either the External Presenters Review Committee and/or the school Principal and/or a Superintendent have the right to request modification of any third party learning opportunity and would retain independent jurisdiction regarding acceptance or rejection of proposals for any event(s).
- 5.3 Where, during the third party learning opportunity, a concern arises related to the appropriateness or acceptability of the learning opportunity, the Administrator or teacher(s) shall stop the presentation immediately. The Administrator shall communicate with the appropriate Family of Schools Superintendent, who, in turn, will advise the appropriate Instructional Superintendent, Associate Director, and the Director's Office. The Superintendent(s) will communicate with the appropriate Trustee concerning the issue and undertake steps to address the concern, if necessary.

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RECOMMENDATION TO THE BOARD

REPORT NUMBER H 4

PROPOSED 2025-2026 OPERATING BUDGET

1. **THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED 2025-2026 TOTAL OPERATING BUDGET OF \$1.086 BILLION WHICH RESULTS IN A DEFICIT POSITION OF \$32.9 MILLION, AS ALLOWED UNDER CONDITIONS OF THE MULTI-YEAR FINANCIAL RECOVERY PLAN.**

Regular Board Meeting
June 17, 2025
<i>PROPOSED 2025-2026 OPERATING BUDGET</i>
Multi Year Strategic Plan Value: Believe, Excel, Respect, Thrive & Trust

“At the end of every seven years you shall grant a remission of debts.”
Deuteronomy 15:1

BACKGROUND

On May 23, 2025, the Ministry of Education released the *2025: B02 2025-26 Education Funding* memorandum. For 2025-2026, sector-wide Core Education (Core Ed) Funding is expected to be \$30.3 billion, a 3.3% increase from prior year. The average sector per-pupil funding is projected to be \$14,560 (2024-2025, \$14,186).

A preliminary report on Core Ed Funding and summary information from the public budget information webcast was presented at the regular meeting of the Board of Trustees on May 27, 2025. The *Proposed 2025-2026 Capital Budget* was also presented and recommended for approval at the Administration and Finance Committee meeting on June 10, 2025.

The Dufferin-Peel Catholic District School Board (DPCDSB) continues to operate under a *Multi-Year Financial Recovery Plan* (MYFRP) with the Ministry of Education. The financial position of DPCDSB will remain in deficit for the 2025-2026 fiscal year.

The DPCDSB is committed to transparency and accountability and ensuring all stakeholders are aware of the accumulated deficit position and the ongoing efforts to manage the financial situation while continuing to work with the Ministry of Education.

DISCUSSION

The development of the 2025-2026 operating budget started before the release of the Core Ed Funding. The process involves continual review of in-year financial results, prior year experience, enrolment projections, and forecasting.

Several expenditure areas require ongoing monitoring and control. These higher risk items include:

- The employer-paid LTD plan continues to be a significant burden and has impacted DPCDSB’s ability to move forward with services and resources that are needed across the system. Premiums are paid by DPCDSB based on a percentage of employee salaries. The Bill 124 remedy and contractual salary increases have increased LTD premiums which has mitigated savings from the phase-out process. Costs associated with LTD are projected at \$27.7 million for 2025-2026.
- Statutory benefit costs have increased related to the Canada Pension Plan (CPP and Enhanced CPP) and Employment Insurance (EI), without corresponding funding increases. The unfunded component of statutory benefits is expected to be \$3.3 million in 2025-2026.

- Special Education Funding (SEF) continues to be insufficient to meet the diverse learning needs of DPCDSB students. The gap between funding and expenditures has grown over the last several years given that a large portion of the SEF is based on total enrolment, which has been decreasing.
- The Student Transportation Funding (STF) model changed significantly in 2023-2024, with enhancements announced in the 2025-2026 Core Ed Funding to address certain cost pressures. As DPCDSB enters the final year of the contracts with our bus operators, funding for student transportation remains a concern given the inflationary pressures and potential contractual cost increases.
- Underutilized pupil spaces have increased to over 17,500, requiring an operational need to support cleaning, utilities, insurance, and security. Small enrolment schools also face programming challenges that limit student pathways and extra-curricular choices. Currently, the DPCDSB cannot address this issue until the Ministry of Education lifts the moratorium on school closures.

PROPOSED OPERATING BUDGET

The proposed 2025-2026 operating budget deficit is \$32.9 million. DPCDSB has no accumulated surplus funds to mitigate this position. While resources have been directed toward achieving strategic priorities as outlined in the *Multi Year Strategic Plan (MYSP)*, it is important to recognize the difficult financial position of DPCDSB and limitations in resources available.

The following table summarizes the net financial position by impact:

<i>\$ millions</i>	Core Ed and Enrolment Impact	Transportation Impact	CPP/EI Impact	LTD Impact	Other Impact	Total Compliance Deficit
Revenues	\$1,053.2					\$1,053.2
Expenditures	\$1,053.2	\$0.5	\$3.3	\$27.7	\$1.4	\$1,086.1
In-Year Surplus / (Deficit)	\$0.0	(\$0.5)	(\$3.3)	(\$27.7)	(\$1.4)	(\$32.9)

The growing accumulated deficit position has put tremendous strain on cash flow. Managing cash flow and borrowing needs is a daily occurrence, adding significant interest expense to the budget. This is yet another cost impact attributed to the LTD plan.

Operating under a deficit position does not allow for increases in operating budgets for learning materials, school supplies and technology needs. This creates an in-year challenge for schools and departments to manage the increasing costs associated with these goods and services.

Enrolment

Enrolment is the main driver for DPCDSB's funding. Core Ed Funding is primarily based on the average daily enrolment (ADE) using the full-time equivalent (FTE) of students enrolled at each school on October 31 and March 31 of the fiscal year. ADE for 2025-2026 is projected to decline by 505 in the elementary panel, offset by an increase of 515 in the secondary panel. This represents a net increase of 10 ADE students or a 0.01% increase from 2024-25 revised estimates.

Core Education Funding

The Core Ed Funding model focuses on six pillars and includes updates to salary and benefit benchmarks for negotiated increases, continued phase-in of the 2021 Statistics Canada census updates, updated benchmarks for online and in-person credit loads, an increase to the non-staff portion of the school operations allocation, and updates and enhancements within the Student Transportation Fund.

DPCDSB is expected to see a decrease in English as Second Language (ESL) funding related to the impacts of the revised Canadian immigration policy and a decrease in the declining enrolment adjustment grant as DPCDSB's enrolment stabilizes.

Responsive Education Programs (REP)

2025-2026 REPs are similar to 2024-2025. The Ministry of Education REP investments focus on learning and well-being to support students for success now and in the future.

Salary and Benefits

Salary and benefit expenditures account for approximately 90% of the operating budget of DPCDSB and reflect the final year of all 2022-2026 negotiated collective agreements and the third year of the 2023-2027 principal and vice-principal agreement. No adjustment to executives. Employee Life and Health Trust (ELHT) benefits funding amounts have also been adjusted to reflect centrally negotiated agreements.

Operating under the MYFRP requires DPCDSB to make specific reductions that would right size operations aligned with enrolment changes. For the 2025-2026 year, the proposed operating budget includes reductions to the special education envelope expenditures and custodial operations.

The Ministry of Education has continued the *Supports for Students Fund* (SSF) in 2025-2026 which allows the existing staff positions to remain in place; approximately 90 FTE positions across all employee groups.

Funding to support occasional teacher coverage for absences remains unchanged; however, costs continue to increase in this area. DPCDSB has a decentralized model for tracking supply costs which has resulted in some cost containment as compared to other school boards across the province.

Student Transportation

DPCDSB and the Peel District School Board (PDSB) collectively operate the *Student Transportation of Peel Region (STOPR) Consortium*. Every year, STOPR adjusts routing and school bell times for efficiencies and ridership. For 2025-2026, DPCDSB has seen its share of ridership decrease as a result of changing enrolment.

Funding now covers costs associated with the non-refundable portion of HST (2.16%) for all amounts related to buses and contracted special-purpose vehicles (CSPVs), support for continuous optimization of transportation routes, and top-up funding to ensure that each school board receives an increase of at least 2.5% over 2024-2025. Combined with the changes in the transportation funding formula and changes in expenditures, DPCDSB has been able to reduce the over-expenditure position to \$0.5 million.

Special Education

The special education envelope of expenditures exceeds the revenue for special education. Expenditures are targeted to provide direct services to students, including special education and resource-based teaching staff, educational resource workers and student support services staff.

A significant portion of the special education funding is based on total enrolment, not incidence rate. Thus, with DPCDSB's enrolment decline over the last ten years, the special education funding has decreased and an associated decrease in expenditures has been initiated. DPCDSB has experienced an

increase in the number of students requiring additional supports and attempts to meet these needs within the existing complement of staff.

The following appendices provide further information regarding the 2025-2026 proposed operating budget:

- Appendix A – Operating Expenditure Descriptions
- Appendix B – Projected and Historical Enrolment
- Appendix C – Core Education Revenue Summary
- Appendix D – Revenue and Expense Summary by Funding Pillar
- Appendix E – Expense Comparison by Category
- Appendix F – Budget Expense Detail Category Report

CONCLUSION

The proposed 2025-2026 operating budget position is a deficit. The challenges for DPCDSB continue to be the employer-paid LTD plan, unfunded statutory benefits, increasing special education needs and underutilized pupil spaces. Operating under the Minister of Education approved MYFRP allows DPCDSB to submit a proposed deficit budget position for 2025-2026.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

- 1. THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED 2025-2026 TOTAL OPERATING BUDGET OF \$1.086 BILLION WHICH RESULTS IN A DEFICIT POSITION OF \$32.9 MILLION, AS ALLOWED UNDER CONDITIONS OF THE MULTI-YEAR FINANCIAL RECOVERY PLAN.**

Prepared by: Carrie Salemi, General Manager, Financial Services
Scott Keys, Superintendent, Financial Services
Julie Cherepacha, Executive Superintendent, Finance, CFO and Treasurer

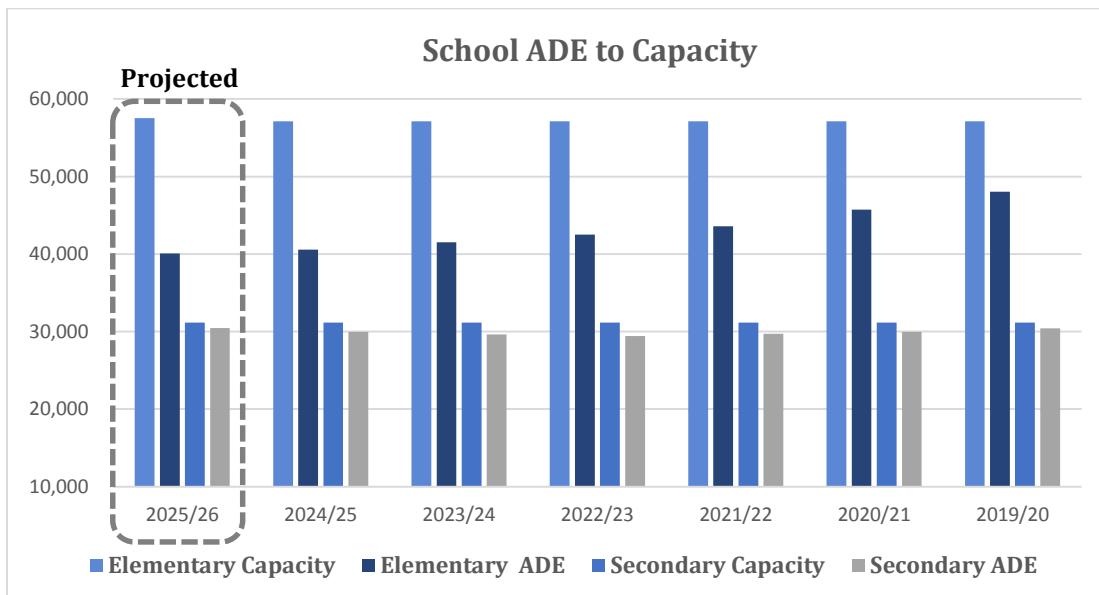
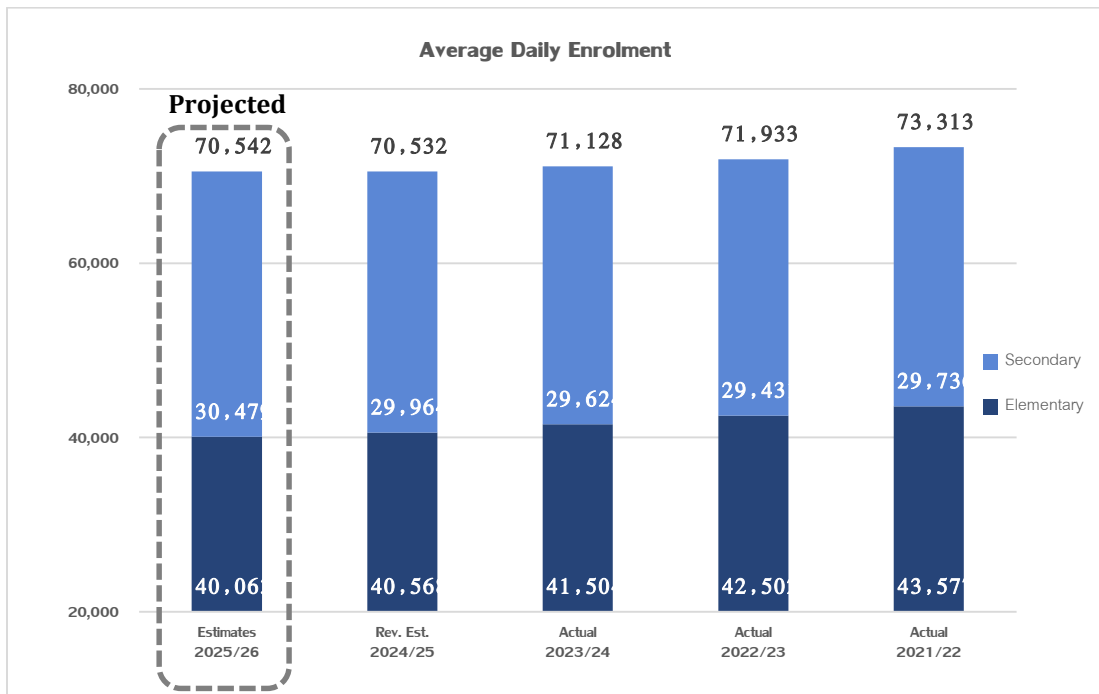
Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Operating Expenditure Descriptions

Teachers	Salaries and benefits for classroom teachers, special education teachers, literacy and numeracy teachers, teacher related travel, home instruction.
Supply Staff	Salaries and benefits for supply teachers, ERW and DECE supply costs.
Educational Resource Workers	Salaries and benefits for educational resource workers who support students in the classroom and ERW related travel.
Early Childhood Educators	Salaries and benefits for early childhood educators to support the full-day kindergarten program.
Computers	Instructional and school-based technology and associated network and security costs, maintenance and repair costs, special education equipment.
Textbooks/Supplies	Textbooks (digital and print), learning and resource materials, assessment kits, teacher workbooks, supplies and materials, application software fees/licenses, field trips, printing costs, Cancopy license, course specific materials (SHSM, Hospitality, Construction, etc.).
Professional/ Paraprofessional/ Technicians	Salaries and benefits for staff who provide support services to students and teachers, such as psychologists, psychometrists, speech and language pathologists, interpreters, social workers, child and youth workers, technicians, student monitors. Chaplaincy and Mental Health workers. Also includes office supplies and resources, etc.
Library/Guidance	Salaries and benefits for teacher librarians, library technicians, floaters and guidance teachers.
Staff Development	Expenditures to support instructional leadership and ongoing professional development of instructional staff, including release time and coverage.
Principals and Vice-Principals	Salaries and benefits for principals and vice-principals, travel expense and professional development expenditures.
School Office	Salaries and benefits for clerical support staff, temporary replacement staff, school office supplies and equipment.
Coordinators and Consultants	Salaries and benefits for leads, coordinators and consultants, secretarial support staff for program and learning services, office supplies.
Continuing Education	Salaries and benefits for continuing education principal, vice-principal, teachers, instructors, adult education and summer school expenditures, support staff and required supplies, resource materials and equipment.
Board Administration	Costs for trustee governance and administration at board offices and central facilities, including superintendents, executive assistants, human resources, financial services, audit, legal, planning, communications, ICT, etc. Professional development, office supplies and resources.
Transportation	Costs to transport students to and from home and school and transportation to provincial schools and all systems and equipment needs.
School Operations and Maintenance	Salaries and benefits for custodial and maintenance staff. Costs of operating school facilities (heating, lighting, cleaning supplies and maintenance). Security staff costs, permits and community outreach, mail services, courier, utilities, snow plowing, salting and sanding, equipment and fleet management.

Projected and Historical Enrolment

Average Daily Enrolment (ADE)	2025-26 Estimates	2024-25 Revised Estimates	Change from 2024-25 RevEst	
			#	%
Elementary				
JK/SK	6,429	6,648	(219)	-3.3%
Gr. 1 - 3	11,554	11,682	(128)	-1.1%
Gr. 4 - 8	22,081	22,238	(157)	-0.7%
Total Elementary	40,063	40,568	(505)	-1.3%
Secondary (Gr 9 – 12)	30,479	29,964	515	1.7%
Total ADE	70,542	70,532	10	0.0%



Core Education Revenue Summary

Core Education Fund	2025-26 Estimates	2024-25 Revised Estimates	Year Over Year Change	
			\$ Increase (Decrease)	% Increase (Decrease)
Classroom Staffing Fund (CSF)				
CSF - Per Pupil Allocation	407,959,257	397,158,559	10,800,699	2.7%
Language Classroom Staffing	29,875,880	31,335,398	(1,459,519)	-4.7%
Local Circumstances Staffing	105,063,240	104,191,163	872,077	0.8%
Indigenous Education Classroom Staffing	92,892	48,582	44,310	91.2%
Supplementary Staffing Allocation	11,394,259	12,326,676	(932,417)	-7.6%
Learning Resources Fund (LRF)				
LRF - Per Pupil Allocation	56,242,480	55,198,787	1,043,693	1.9%
Language Supports and Local Circumstances	9,466,549	9,979,809	(513,260)	-5.1%
Indigenous Education Supports	3,353,965	3,280,214	73,751	2.2%
Mental Health and Wellness	2,224,121	2,153,690	70,431	3.3%
Student Safety and Well-Being	2,036,098	2,002,050	34,048	1.7%
Continuing Education and Other Programs	8,332,637	8,212,017	120,621	1.5%
School Management	62,322,764	60,097,222	2,225,542	3.7%
Differentiated Supports	7,688,396	8,223,447	(535,051)	-6.5%
Special Education Fund (SEF)				
SEF - Per Pupil Allocation	61,321,928	59,977,435	1,344,493	2.2%
Differentiated Needs	41,938,413	39,686,958	2,251,455	5.7%
Complex Supports	7,530,575	7,408,286	122,289	1.7%
Specialized Equipment Allocation (SEA)	4,154,683	4,554,174	(399,491)	-8.8%
School Facilities Fund (SFF)				
School Operations Allocation	83,008,320	81,045,015	1,963,305	2.4%
Rural and Northern Education	117,203	111,541	5,662	5.1%
Student Transportation Fund (STF)				
Transportation Services	26,014,377	23,277,358	2,737,019	11.8%
School Bus Rider Training	59,840	59,400	440	0.7%
Transportation to Prov./Demonstration School	92,984	101,532	(8,548)	-8.4%
School Board Administration Fund (SBAF)				
Trustee and Parent Engagement	385,979	383,390	2,589	0.7%
Board-Based Staffing	20,488,220	20,715,868	(227,648)	-1.1%
Central Employer Bargaining Agency Fees	58,426	50,276	8,150	16.2%
Data Management and Audit Allocation	482,806	479,285	3,521	0.7%
Declining Enrolment Adjustment	471,352	2,333,565	(1,862,213)	-79.8%
Total Operating Allocation	952,177,644	934,391,699	17,785,945	1.9%

Revenue and Expense Summary by Category

Expense and Revenue Category (\$ thousands)	Revenue			Total Expenses	Increase / (Decrease) over Revenue
	Core Ed Allocation	Other Revenue	Total Revenue		
Core Education Funding					
Classroom Staffing	554,386	687	555,073	561,287	(6,214)
Learning Resources	151,667	7,674	159,341	163,288	(3,947)
Special Education	114,946	2,879	117,825	121,522	(3,697)
School Facilities	83,126	2,853	85,979	104,801	(18,822)
Student Transportation	26,167	-	26,167	26,689	(522)
School Board Administration	21,887	2,684	24,571	28,865	(4,294)
Subtotal - Core Education Funding	952,178	16,777	968,956	1,006,452	(37,496)
Other Operating					
Debt Servicing and Temporary Accommodation	7,343	3,311	10,654	6,380	4,274
Amortization	45,860	-	45,860	45,555	305
School Generated Funds	-	21,000	21,000	21,000	-
Other Non-Operating Expenses	3,369	3,331	6,700	6,663	37
Subtotal - Other Operating	56,572	27,642	84,214	79,598	4,616
Operating Surplus / (Deficit)	1,008,750	44,419	1,053,170	1,086,050	(32,880)

Expense Comparison by Category

Expense Category (\$ thousands)	2025-26 Estimates	2024-25 Revised Estimates	Year Over Year Change	
			\$ Increase (Decrease)	% Increase (Decrease)
<u>Classroom Instructional & Learning</u>				
Teachers	583,688	569,122	14,566	2.5%
Supply Staff (Teachers, ERW, ECE)	12,585	12,883	(298)	-2.4%
Educational Resource Workers	51,522	51,224	298	0.6%
Early Childcare Educators	14,002	14,388	(386)	-2.8%
Textbooks & Supplies	17,286	17,103	183	1.1%
Classroom Computers	5,049	6,524	(1,475)	-29.2%
Professionals and Paraprofessionals	46,885	46,532	353	0.8%
Library and Guidance	22,830	22,115	715	3.1%
Staff Development	4,615	4,925	(311)	-6.7%
Department Heads	1,825	1,774	50	2.8%
School Generated Funds	21,000	20,000	1,000	4.8%
Amortization and Write Downs	4,928	5,054	(125)	-2.5%
Total Classroom Instruction & Learning	786,214	771,643	14,571	1.9%
<u>School Administration</u>				
Principals & Vice Principals	41,765	40,197	1,568	3.8%
School Office	22,118	21,405	714	3.2%
Co-ordinators and Consultants	11,290	10,781	509	4.5%
Continuing Education	9,679	10,083	(404)	-4.2%
Total School Administration	84,852	82,465	2,386	2.8%
Student Transportation	26,696	29,360	(2,664)	-10.0%
<u>Board Administration & Governance</u>				
Trustees	297	297	0	0.0%
Director and Supervisory Officers	4,479	4,542	(63)	-1.4%
Board Administration	24,089	23,062	1,027	4.3%
Amortization and Write Downs	684	701	(17)	-2.5%
Total Board Administration & Governance	29,549	28,602	947	3.2%
<u>School Operations & Maintenance</u>				
School Operations and Maintenance	102,601	100,991	1,610	1.6%
School Renewal	2,200	2,200	-	0.0%
Interest on Capital Debt	6,380	8,043	(1,663)	-26.1%
Amortization	41,251	42,299	(1,048)	-2.5%
Total School Operations & Maintenance	152,432	153,533	(1,101)	-0.7%
<u>Other Expenses</u>				
Non-Operating Expenditures	6,308	6,228	(80)	-1.3.0%
Labour Provision (Bill 124)	-	2,838	(2,838)	-100.0%
Total Other Expenses	6,308	9,066	2,918	-32.2%
Total Expenditures	1,086,050	1,074,669	11,381	1.06%

Budget Expense Detail by Category

Expense Categories		Salary and Wages	Employee Benefits	Staff Development	Supplies and Services	Interest on Capital	Rental Expense	Fees and Contracts	Other Expenses	Amortization	Total Expenses
INSTRUCTION											
51	Classroom Teachers	499,691,462	83,589,938		222,579		183,934				583,687,913
52	Supply Staff	11,493,896	1,091,123								12,585,019
53	Educational Resource Workers	38,778,091	12,743,934								51,522,025
53	Early Childhood Educators	10,344,434	3,657,537								14,001,971
55	Textbooks and Supplies				16,173,727		13,600	1,069,179	29,500		17,286,006
54	Classroom Computers				4,265,808	95,056	5,500	682,411			5,048,775
56	Professionals, ParaProf, Tech.	35,772,435	10,201,297		474,953		15,673	411,041	9,893		46,885,292
57	Library & Guidance	19,130,961	3,648,832					50,000			22,829,792
58	Staff Development	1,340,702	155,124	3,116,792					2,161		4,614,779
67	Department Heads	1,655,212	169,327								1,824,539
61	Principals / Vice-Principals	35,397,102	5,517,524	746,723	103,508						41,764,856
62	School Office	14,508,609	4,740,812	31,000	2,217,988		22,000	597,727			22,118,136
59	Coordinators & Consultants	9,113,388	1,663,394		230,170			264,538	18,265		11,289,755
63	Cont. Ed, Summer School, Int'l	7,361,866	962,590	128,716	651,814		322,569	249,251	2,000		9,678,805
72	Amortization and Write Downs									4,928,333	4,928,333
Total INSTRUCTION		684,588,158	128,141,429	4,023,232	24,340,546	95,056	563,276	3,324,147	61,819	4,928,333	850,065,996
ADMINISTRATION											
64	Trustees	211,397	10,291	45,586	29,700						296,974
65	Directors & Supervisory	3,420,500	644,904	162,778	112,800				137,518		4,478,500
66	Board Administration	12,923,742	3,740,377	134,931	2,423,828		69,286	3,007,062	1,789,796		24,089,022
73	Amortization and Write Downs									684,101	684,101
Total ADMINISTRATION		16,555,639	4,395,572	343,295	2,566,328	-	69,286	3,007,062	1,927,314	684,101	29,548,597
TRANSPORTATION											
68	Pupil Transportation	520,733	197,641	4,160	35,490		10,400	25,827,322	780		26,596,526
69	Provincial Schools							92,985			92,985
74	Amortization and Write Downs									6,544	6,544
Total TRANSPORTATION		520,733	197,641	4,160	35,490	-	10,400	25,920,307	780	6,544	26,696,055
PUPIL ACCOMODATION											
70	Operations & Maintenance	49,449,482	15,272,519	14,191	28,381,961		304,729	9,157,132	20,770		102,600,783
71	School Renewal Expense							2,200,000			2,200,000
77	Other Pupil Accommodation					5,800,766	574,180		5,000		6,379,946
75	Amortization and Write Downs									41,251,022	41,251,022
Total PUPIL ACCOMMODATION		50,207,270	16,053,232	14,191	28,381,961	5,800,766	878,909	11,357,132	25,770	41,251,022	152,431,751
OTHER											
79	School Generated Funds				21,000,000						21,000,000
78	Other - Non-operating Expend.	2,803,712	527,682						2,976,602		6,307,996
Total OTHER		2,803,712	527,682		21,000,000	-	-	-	3,369,342	-	27,307,996
TOTAL OPERATING EXPENSES		754,675,512	149,315,556	4,384,878	76,324,325	5,895,822	1,521,871	43,608,647	5,385,025	46,870,000	1,086,050,394